



Australian Children's
Education & Care
Quality Authority

2020 National Quality Standard Assessment and Rating Instrument

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About the National Quality Standard

Purpose

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

Authorised officers use this document to:

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

How this document is organised

The National Quality Standard Assessment and Rating Instrument includes:

- a service details section including a family day care section if applicable
- a general desktop review section about the service
- for each standard, a desktop review section to note items from the service's Quality Improvement Plan (QIP) submitted, and if relevant, any significant compliance history relevant to that standard
- for each element, a list of the Meeting NQS rating level descriptors for each quality area accompanied by space for recording any prompts or questions, either prior to or during the visit; and a space to record observations and evidence
- an additional evidence/notes section for any other evidence relevant to the standard
- a list of the three Exceeding NQS themes as a reference point
- a minor adjustment details section
- National Law and National Regulations most relevant to each standard and element, noting that regulatory authorities have flexibility in how they assign non-compliance against standards and elements
- a compliance notes section to record any identified compliance issues relevant to that standard
- space to record notes that may be relevant to the service's future quality improvement planning for that standard
- a ratings table for each standard that summarises:
 - the elements that were 'met' and 'not met',
 - a section to demonstrate where each of the Exceeding themes are demonstrated
 - the proposed rating for the standard
- a quality area summary table that presents the quality area ratings and the overall rating
- a summary comments section if needed
- a section for any other notes if needed.

How to use this document to record the assessment

This document consists of the sections that authorised officers must complete during the assessment and rating process such as the evidence collection, minor adjustments if offered, compliance notes if observed, and the ratings table.

There are optional sections such as the desktop review sections created prior to the visit; the prompts/notes section for each element that the officer may use prior or during the visit to prompt discussions, questions or observations still required for that element; and a Quality Improvement Plan notes section where suggestions for the service may be thought of during the assessment and rating.

The concepts for each element and standard are to assist authorised officers. However, it is important to note that evidence is not to be collected against the concept, only against the elements and standards of the National Quality Standard and if applicable the relevant legislation.

Recording the assessment and rating of a service

Before the assessment and rating visit, authorised officers:

- complete the 'Service details' page, which identifies the service being assessed, the key contacts for the service, the date of receipt of the Quality Improvement Plan, the date of the assessment and rating visit and the name of the authorised officer/s responsible for the assessment and rating of the service
- complete the Family Day Care details section if applicable
- complete the desktop review section and make notes relevant to each particular standard or quality area based on the review of the service's compliance history and current Quality Improvement Plan, including items to check at the visit
- add any questions or prompts of items to check under any elements if required in the prompts/notes box under each element.

During the assessment and rating visit, authorised officers:

- record observations and evidence relevant to the particular elements, standards or regulations. There is space provided for evidence against each element but there is also a space for evidence that relates to the standard level
- refer to and consider the [Exceeding themes](#) included as a reference point for each standard. Evidence should be recorded for that standard where the service practice goes above the standard to further enhance outcomes for children
- make any notes of other questions or prompts that may come up during the visit against the relevant element in the prompts/notes section if required to assist the authorised officer in completing their evidence collection across the visit
- complete the minor adjustment details section for that standard by recording the details of any minor adjustments offered during the assessment and rating. Include the element, law/regulation if applicable, date and description, including how/when the service was offered the minor adjustment and how/when the service rectified the issue, or didn't rectify the issue

- be mindful that the intention is not to determine the assessment on the spot. This will occur later when it is time to analyse all the information, prepare the report and calculate the ratings
- consider the relevant National Law(s) and Regulation(s) for that standard and note any compliance related matters observed throughout the assessment and rating
- note any suggested Quality Improvement Plan notes that may assist the service in future quality improvement planning, in this section against standards if required.

After the assessment and rating visit is complete, authorised officers:

- draft the report, determine whether elements and regulations were ‘met’ or ‘not met’ and determine the rating for the individual standards
- consider in determining if a standard is rated as Exceeding NQS, the service must demonstrate a level of quality above what is required to meet the NQS for that standard, and across all three of the listed Exceeding NQS themes. Authorised officers should use the [Exceeding NQS Practice Analysis Tool](#) against the evidence gathered, to help determine whether evidence establishes Exceeding practice.
- if there is sufficient evidence of an Exceeding theme for a standard, tick the relevant theme box. However only if all three Exceeding theme boxes are ticked can an overall Exceeding rating be applied for that standard.
- on completion of all the quality areas, transcribe the standards ratings to the summary table, and then determine the overall rating.

Further information on the three Exceeding themes, including case studies, is available on ACECQA’s [Exceeding the NQS](#) webpage.

The rating system

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

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

Service details

Name of service		
Type of service		
Location		
Street		Suburb
Postcode		State or Territory
Contact details		
Tel.	Mob.	Email
Approved Provider		
Name		Title
Nominated Supervisor(s)		
Name		Title
Name		Title
Educational Leader		
Name		Title
Visit		
Date	Arrival	Departure
Date	Arrival	Departure
Date	Arrival	Departure
Authorised officer/s		
Name		Title
Name		Title
Minor adjustments offered		
Yes	No	

Family Day Care details (if applicable)

Educator Name:							
Educator Address:							
Days worked (circle)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Hours worked							
Number of children							
Age range of children							
Notes							

Educator Name:							
Educator Address:							
Days worked (circle)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Hours worked							
Number of children							
Age range of children							
Notes							

Educator Name:							
Educator Address:							
Days worked (circle)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Hours worked							
Number of children							
Age range of children							
Notes							

Educator Name:							
Educator Address:							
Days worked (circle)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Hours worked							
Number of children							
Age range of children							
Notes							

Desktop Review

Approved provider check

- Any existing applications not yet approved
- Any conditions on provider approval
- Any compliance actions/sanctions (including conditions) and the date these must be complied with
-
-

Service check

- | | |
|--|---|
| <input type="checkbox"/> Status of any existing applications | <input type="checkbox"/> Other conditions (e.g. Bushfire) |
| <input type="checkbox"/> Any conditions on service approval | <input type="checkbox"/> Emergency management plan (EMP) up to date (if required) |
| <input type="checkbox"/> Waivers (including expiry date and any associated conditions) | |
| <input type="checkbox"/> Details of assessment and rating | |
-
-
-

Compliance and Investigations check

- Monitoring status
- Details of the last compliance visit including the approved provider's responses
- Any compliance actions/sanctions (including conditions) and the date these must be complied with
- Details of any open investigations
- Any undertakings the approved provider gave during the previous investigation (for example, to provide training to all educators at the service on child protection law and their obligations)
-
-
-
-
-

Notification history check

Recent notifications

Any pattern of notifications about the same sort of issue that poses risk to children (for example, where a number of children have been injured when playing outside or on a particular piece of equipment)

Philosophy check

Planning the visit

Particular areas to focus on during the visit

Quality Area 1 - Educational program and practice

Quality Area 1 - Educational program and practice		
	Concept	Standard
1.1	Program	The educational program enhances each child's learning and development
Element	Concept	Descriptor
1.1.1	Approved learning framework	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	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Prompts/Notes

Evidence

Element 1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Prompts/Notes

Evidence

Element 1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 1.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

*If children attend that are in their year that is 2 years before Grade 1 of school, then the service must provide a preschool program or advise parents of a documented arrangement with a service that does provide a preschool program before it can be rated Exceeding for Quality Area 1. (Refer r62(2))

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 1.1

1.1.1	Section 51(1)(b) Conditions on service approval (educational and developmental needs of children) Section 168 Offence relating to required programs Regulation 73 Educational program
1.1.2	Section 168 Offence relating to required programs

Quality Area 1 - Educational program and practice

	Concept	Standard	
1.2	Practice	Educators facilitate and extend each child's learning and development	
Element	Concept	Descriptor	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	
Information from desktop review to follow up on during assessment and rating visit			✓
<i>Notes from service QIP</i>			
<i>Notes from service compliance history</i>			

Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Prompts/Notes

Evidence

Element 1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Prompts/Notes

Evidence

Element 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 1.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

*If children attend that are in their year that is 2 years before Grade 1 of school, then the service must provide a preschool program or advise parents of a documented arrangement with a service that does provide a preschool program before it can be rated Exceeding for Quality Area 1. (Refer r62(2))

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Quality Area 1 - Educational program and practice		
	Concept	Standard
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child
Element	Concept	Descriptor
1.3.1	Assessment and planning cycle	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	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Prompts/Notes

Evidence

Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Prompts/Notes

Evidence

Element 1.3.3 Families are informed about the program and their child's progress.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 1.3

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

*If children attend that are in their year that is 2 years before Grade 1 of school, then the service must provide a preschool program or advise parents of a documented arrangement with a service that does provide a preschool program before it can be rated Exceeding for Quality Area 1. (Refer r62(2))

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 1.3
1.3.1	Regulation 74 Documenting of child assessments or evaluations for delivery of educational program Jurisdiction-specific provisions NSW - Regulation 274A Programs for children over preschool age [in place of Regulation 74(1)(b)] NT - Regulation 289A Programs for children over preschool age [in place of Regulation 74(1)(b)] Qld - Regulation 298A Programs for children over preschool age [in place of Regulation 74(1)(b)]
1.3.3	Regulation 75 Information about educational program to be kept available Regulation 76 Information about educational program to be given to parents

Quality Area 2– Children’s health and safety

Quality Area 2 – Children’s health and safety		
	Concept	Standard
2.1	Health	Each child’s health and physical activity is supported and promoted
Element	Concept	Descriptor
2.1.1	Wellbeing and comfort	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	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 2.1.1 Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

Prompts/Notes

Evidence

Element 2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

Prompts/Notes

Evidence

Element 2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 2.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 2.1
2.1.1	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Section 166 Offence to use inappropriate discipline Regulation 81 Sleep and rest
2.1.2	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Regulation 77 Health, hygiene and safe food practices Regulation 85 Incident, injury, trauma and illness policies and procedures Regulation 86 Notification to parents of incident, injury, trauma and illness Regulation 87 Incident, injury, trauma and illness record Regulation 88 Infectious diseases Regulation 89 First aid kits Regulation 90 Medical conditions policy Regulation 91 Medical conditions policy to be provided to parents Regulation 92 Medication record Regulation 93 Administration of medication Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency Regulation 95 Procedure for administration of medication Regulation 96 Self-administration of medication
2.1.3	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Regulation 78 Food and beverages Regulation 79 Service providing food and beverages Regulation 80 Weekly menu

Quality Area 2 – Children’s health and safety		
	Concept	Standard
2.2	Safety	Each child is protected
Element	Concept	Descriptor
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Prompts/Notes

Evidence

Element 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Prompts/Notes

Evidence

Element 2.2.3 Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 2.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 2.2
2.2.1	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Section 165 Offence to inadequately supervise children Section 166 Offence to use inappropriate discipline Section 167 Offence relating to protection of children from harm and hazards Section 170 Offence relating to unauthorised persons on education and care service premises Section 171 Offence relating to direction to exclude inappropriate persons from education and care premises Regulation 82 Tobacco, drug and alcohol-free environment Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs Regulation 99 Children leaving the education and care service premises Regulation 100 Risk assessment must be conducted before excursion Regulation 101 Conduct of risk assessment for excursion Regulation 102 Authorisation for excursions
2.2.2	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Regulation 97 Emergency and evacuation procedures Regulation 98 Telephone or other communication equipment
2.2.3	Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children) Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training Regulation 84 Awareness of child protection law

Quality Area 3 – Physical environment

Quality Area 3 – Physical environment		
	Concept	Standard
3.1	Design	The design of the facilities is appropriate for the operation of a service
Element	Concept	Descriptor
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

Prompts/Notes

Evidence

Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained

Prompts/Notes

Evidence

Additional evidence/notes for Standard 3.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 3.1
3.1.1	Regulation 104 Fencing Regulation 106 Laundry and hygiene facilities Regulation 107 Space requirements—indoor Regulation 108 Space requirements—outdoor Regulation 109 Toilet and hygiene facilities Regulation 110 Ventilation and natural light Regulation 111 Administrative space Regulation 112 Nappy change facilities Regulation 114 Outdoor space—shade Regulation 115 Premises designed to facilitate supervision Regulation 116 Assessments of family day care residences and approved family day care venues Regulation 117 Glass (additional requirement for family day care)
3.1.2	Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair Jurisdiction specific provisions NSW – Regulation 274 Swimming pools Tas – Regulation 345 Swimming pool prohibition

Quality Area 3 – Physical environment		
	Concept	Standard
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning
Element	Concept	Descriptor
3.2.1	Inclusive environment	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 support play-based learning	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	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

Prompts/Notes

Evidence

Element 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

Prompts/Notes

Evidence

Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 3.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 3.2
3.2.1	Regulation 113 Outdoor space - natural environment
3.2.2	Regulation 105 Furniture, materials and equipment

Quality Area 4 – Staffing arrangements

Quality Area 4 – Staffing arrangements		
	Concept	Standard
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development
Element	Concept	Descriptor
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 4.1.1 The organisation of educators across the service supports children’s learning and development.

Prompts/Notes

Evidence

Element 4.1.2 Every effort is made for children to experience continuity of educators at the service.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 4.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 4.1
4.1.1	<p>Section 51(2) Conditions on service approval (FDC Coordinators) Section 161 Offence to operate education and care service without nominated supervisor Section 161A Offence for nominated supervisor not to meet prescribed minimum requirements Section 162 Offence to operate education and care service unless responsible person is present Section 163 Offence relating to appointment or engagement of family day care coordinators Section 164 Offence relating to assistance to family day care Section 164A Offence relating to the education and care of children by family day care service Section 169 Offence relating to staffing arrangements Section 269 Register of family day care educators, co-ordinators and assistants Regulation 117A Placing a person in day-to-day charge Regulation 117B Minimum requirement for a person in day-to-day charge Regulation 117C Minimum requirement for a nominated supervisor Regulation 118 Educational leader Regulation 119 Family day care educator and family day care educator assistant to be at least 18 years old Regulation 120 Educators who are under 18 to be supervised Regulation 123 Educator to child ratios – centre based services Regulation 123A Family day care co-ordinator to educator ratios—family day care service Regulation 124 Number of children who can be educated and cared for – family day care educator Regulation 126 Centre based services – general educator qualifications Regulation 127 Family day care educator qualifications Regulation 128 Family day care co-ordinator qualifications Regulation 130 Requirement for early childhood teacher – centre-based services – fewer than 25 approved places Regulation 131 Requirement for early childhood teacher – centre-based services – 25 of more approved places but fewer than 25 children Regulation 132 Requirement for early childhood teacher – centre-based services – 25 to 59 children Regulation 133 Requirement for early childhood teacher – centre-based services – 60 to 80 children Regulation 134 Requirement for early childhood teacher – centre-based services – more than 80 children Regulation 135 Early childhood teacher illness or absence Regulation 136 First aid qualifications Regulation 143A Minimum requirements for a family day care educator Regulation 143B Ongoing management of family day care educators Regulation 144 Family day care educator assistant Regulation 145 Staff record Regulation 146 Nominated supervisor Regulation 147 Staff members Regulation 148 Educational leader Regulation 149 Volunteers and students Regulation 150 Responsible person Regulation 151 Record of educators working directly with children Regulation 152 Record of access to early childhood teachers Regulation 153 Register of family day care educators, co-ordinators and assistants Regulation 154 Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants</p> <p>General transitional and savings provisions Regulation 239 Centre-based service offering a preschool program in a composite class in a school Regulation 239A Centre-based services in remote and very remote areas—attendance of early childhood teachers Regulation 240 Qualifications for educators (centre-based service) Regulation 241 Persons taken to hold an approved early childhood teaching qualification Regulation 242 Persons taken to be early childhood teachers (except in Victoria) Regulation 243 Persons taken to hold an approved diploma level education and care qualification Regulation 243A Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland Regulation 244 Persons taken to hold an approved certificate III level education and care qualification</p> <p>Jurisdiction specific provisions ACT Regulation 260 Children over preschool age – minimum number of educators and qualifications required Regulation 261 General qualifications for educators—children over preschool age—centre-based services Regulation 262 Required qualifications to be a qualified educator for children over preschool age Regulation 264 General qualification for educators – Centre-based services</p>

Element	National Law and National Regulations underpinning Standard 4.1
4.1.1	<p>Regulation 265 Required qualifications to be a qualified educator—unexpected absence of qualified educator Regulation 267 Early childhood teacher—60 or more children Regulation 386 Resignation of early childhood teacher</p> <p>NSW Regulation 271 Educator to child ratios—children aged 36 months or more but less than 6 years Regulation 272 Early childhood teachers—children preschool age or under Regulation 278 Qualifications for primary contact staff members-saving Regulation 388 Educator to child ratios (centre-based services)</p> <p>NT Regulation 290 General qualification requirements for educators—children over preschool age Regulation 294 Early childhood teacher – 60 or more children</p> <p>Qld Regulation 299 General qualification requirements for educators – children over preschool age Regulation 299C Educator to child ratios during rest period Regulation 299D Additional staff members of volunteers Regulation 299E Qualifications for educators Regulation 299F Educator to child ratios when educator or early childhood teacher on rest pause Regulation 299G Access to or attendance of early childhood teacher on rest pause Regulation 299H Educator to child ratios when educator or early childhood teacher absent for 5 minutes or less Regulation 299I Access to or attendance of early childhood teacher absent for 5 minutes or less Regulation 300 Educator to child ratios—children aged 15 months to 24 months Regulation 301 Educator to child ratios – children aged over 24 months to 13 years Regulation 304 Early childhood teacher – 60 or more children</p> <p>SA Regulation 321 General requirements for educators – children over preschool age Regulation 322 Educator to child ratios—disadvantaged preschools Regulation 323 Educator to child ratios—preschool children at an education and care service Regulation 324 Early childhood teachers—preschools Regulation 325 Qualifications for family day care educators Regulation 325A Educator to child ratios during short absence of educators Regulation 332 Early childhood teacher – 60 or more but fewer than 81 children Regulation 333 Early childhood teacher – more than 80 children Regulation 334 Educator to child ratios – exemption condition for family day care services Regulation 335 Educator to child ratios – regulatory authority may exempt family day care service</p> <p>Tas Regulation 342 Educator to child ratio – children preschool age and under who are 36 months of age or over Regulation 342A Educator to child ratios during short absence of educators Regulation 343 Qualifications for educators – preschools Regulation 349 Early childhood teacher in attendance – 60 or more children Regulation 392 Resignation of early childhood teacher</p> <p>Vic Regulation 356 Qualifications of educators – children over preschool age Regulation 357 Educator to child ratio – children aged over 24 months but less than 36 months Regulation 363 Early childhood teacher in attendance – 60 or more children Regulation 364 Educational qualifications - centre-based services- saving of existing experience and qualification Regulation 366 Qualifications for family day care educators – saving of existing experience and qualifications</p> <p>WA Regulation 369 Educator to child ratio – children over preschool age Regulation 370 General qualification requirements for educators – children over preschool age Regulation 372 Educator to child ratio – pre-kindergarten programme or kindergarten programme provided by a school Regulation 373 Early childhood teachers—pre-kindergarten programme or kindergarten programme provided by a school Regulation 379 Educators required to be early childhood teachers Regulation 394 Resignation of early childhood teacher</p>

Quality Area 4 – Staffing arrangements

	Concept	Standard
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical
Element	Concept	Descriptor
4.2.1	Professional collaboration	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	Professional standards guide practice, interactions and relationships.

Information from desktop review to follow up on during assessment and rating visit

✓

Notes from service QIP

Notes from service compliance history

Element 4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Prompts/Notes

Evidence

Element 4.2.2 Professional standards guide practice, interactions and relationships.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 4.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Quality Area 5 – Relationships with children

Quality Area 5 – Relationships with children		
	Concept	Standard
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
Element	Concept	Descriptor
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Prompts/Notes

Evidence

Element 5.1.2 The dignity and rights of every child are maintained.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 5.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 5.1

5.1.1	Section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children
5.1.2	Section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children

Quality Area 5 – Relationships with children

	Concept	Standard	
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships	
Element	Concept	Descriptor	
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	
Information from desktop review to follow up on during assessment and rating visit			✓
<i>Notes from service QIP</i>			
<i>Notes from service compliance history</i>			

Element 5.2.1 Children are supported to collaborate, learn from and help each other.

Prompts/Notes

Evidence

Element 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 5.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 5.2

5.2.2	Section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children Regulation 156 Relationships in groups
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Quality Area 6 – Collaborative partnerships with families and communities

Quality Area 6 – Collaborative partnerships with families and communities		
	Concept	Standard
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
Element	Concept	Descriptor
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	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	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

Prompts/Notes

Evidence

Element 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.

Prompts/Notes

Evidence

Element 6.1.3 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 6.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 6.1

6.1.1	Regulation 157 Access for parents
6.1.3	Section 175 Offence relating to requirement to keep enrolment and other documents

Quality Area 6 – Collaborative partnerships with families and communities

	Concept	Standard	
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing	
Element	Concept	Descriptor	
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	
6.2.3	Community engagement	The service builds relationships and engages with its community.	
Information from desktop review to follow up on during assessment and rating visit			✓
<i>Notes from service QIP</i>			
<i>Notes from service compliance history</i>			

Element 6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Prompts/Notes

Evidence

Element 6.2.2 Effective partnerships support children's access, inclusion and participation in the program.

Prompts/Notes

Evidence

Element 6.2.3 The service builds relationships and engages with its community.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 6.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 6.2

6.2.1	Section 175 Offence relating to requirement to keep enrolment and other documents
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Quality Area 7 – Governance and leadership

Quality Area 7 – Governance and leadership		
	Concept	Standard
7.1	Governance	Governance supports the operation of a quality service
Element	Concept	Descriptor
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Information from desktop review to follow up on during assessment and rating visit		✓
<i>Notes from service QIP</i>		
<i>Notes from service compliance history</i>		

Element 7.1.1 A statement of philosophy guides all aspects of the service's operations.

Prompts/Notes

Evidence

Element 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.

Prompts/Notes

Evidence

Element 7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 7.1

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element	National Law and National Regulations underpinning Standard 7.1
7.1.2	<p>Section 21 Reassessment of fitness and propriety</p> <p>Section 51(2) Conditions on service approval (FDC coordinators)</p> <p>Section 56 Notice of addition of nominated supervisor</p> <p>Section 56A Notice of change of a nominated supervisor's name or contact details</p> <p>Section 161 Offence to operate education and care service without nominated supervisor</p> <p>Section 161A Offence for nominated supervisor not to meet prescribed minimum requirements</p> <p>Section 162 Offence to operate education and care service unless responsible person is present</p> <p>Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training</p> <p>Section 163 Offence relating to appointment or engagement of family day care co-ordinators</p> <p>Section 164 Offence relating to assistance to family day care educators</p> <p>Section 164A Offence relating to the education and care of children by family day care service</p> <p>Section 165 Offence to inadequately supervise children</p> <p>Section 166 Offence to use inappropriate discipline</p> <p>Section 167 Offence relating to protection of children from harm and hazards</p> <p>Section 168 Offence relating to required programs</p> <p>Section 169 Offence relating to staffing arrangements</p> <p>Section 170 Offence relating to unauthorised persons on education and care service premises</p> <p>Section 171 Offence relating to direction to exclude inappropriate persons from education and care service premises</p> <p>Section 172 Offence to fail to display prescribed information</p> <p>Section 173 Offence to fail to notify certain circumstances to Regulatory Authority</p> <p>Section 174 Offence to fail to notify certain information to Regulatory Authority</p> <p>Section 174A Family day care educator to notify certain information to approved provider</p> <p>Section 175 Offence relating to requirement to keep enrolment and other documents</p> <p>Section 188 Offence to engage person to whom prohibition notice applies</p> <p>Section 269 Register of family day care educators, co-ordinators and assistants</p> <p>Regulation 158 Children's attendance record to be kept by approved provider</p> <p>Regulation 159 Children's attendance record to be kept by family day care educator</p> <p>Regulation 160 Child enrolment records to be kept by provider and family day care educator</p> <p>Regulation 161 Authorisations to be kept in enrolment record</p> <p>Regulation 162 Health information to be kept in enrolment record</p> <p>Regulation 163 Residents at family day care residence and family day care educator assistants to be fit and proper persons</p> <p>Regulation 164 Requirement for notice of new persons at residence</p> <p>Regulation 165 Record of visitors</p> <p>Regulation 166 Children not to be alone with visitors</p> <p>Regulation 167 Record of service's compliance</p> <p>Regulation 168 Education and care service must have policies and procedures</p> <p>Regulation 169 Additional policies and procedures—family day care service</p> <p>Regulation 170 Policies and procedures to be followed</p> <p>Regulation 171 Policies and procedures to be kept available</p> <p>Regulation 172 Notification of change to policies or procedures</p> <p>Regulations 173 Prescribed information to be displayed</p> <p>Regulation 174 Time to notify certain circumstances to regulatory authority</p> <p>Regulation 174A Prescribed information to accompany notice</p> <p>Regulation 175 Prescribed information to be notified to regulatory authority</p> <p>Regulation 176 Time to notify certain information to regulatory authority</p> <p>Regulation 176A Prescribed information to be notified to provider by family day care educator</p> <p>Regulations 177 Prescribed enrolment and other documents to be kept by approved provider</p> <p>Regulation 178 Prescribed enrolment and other documents to be kept by family day care educator</p> <p>Regulation 179 Family day care educator to provide documents on leaving service</p>

Element	National Law and National Regulations underpinning Standard 7.1
7.1.2	<p>Regulation 180 Evidence of prescribed insurance</p> <p>Regulation 181 Confidentiality of records kept by approved provider</p> <p>Regulation 182 Confidentiality of records kept by family day care educator</p> <p>Regulation 183 Storage of records and other documents</p> <p>Regulation 184 Storage of records after service approval transferred</p> <p>Regulation 185 Law and regulations to be available</p> <p>Jurisdiction specific provisions</p> <p>Tas – Regulation 344 Working with vulnerable people registration—staff members</p> <p>Vic – Regulation 358 Working with children check to be read Regulation 359 Criminal history record check to be read and considered</p>
7.1.3	<p>Section 51(2) Conditions on service approval (FDC co-ordinators)</p> <p>Section 163 Offence relating to appointment or engagement of family day care co-ordinators</p> <p>Section 164A Offence relating to the education and care of children by family day care service</p> <p>Section 174A Family day care educator to notify certain information to approved provider</p>

Quality Area 7 – Governance and leadership

	Concept	Standard	
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community	
Element	Concept	Descriptor	
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	
7.2.3	Development of Professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	
Information from desktop review to follow up on during assessment and rating visit			✓
<i>Notes from service QIP</i>			
<i>Notes from service compliance history</i>			

Element 7.2.1 There is an effective self-assessment and quality improvement process in place.

Prompts/Notes

Evidence

Element 7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Prompts/Notes

Evidence

Element 7.2.3 Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Prompts/Notes

Evidence

Additional evidence/notes for Standard 7.2

For authorised officer reference, the Exceeding NQS themes are:

1. Practice for this standard is embedded in service operations
2. Practice for this standard is informed by critical reflection
3. Practice for this standard is shaped by meaningful engagement with families and/or the community.

Minor adjustment details, if offered within standard

Quality Improvement Plan notes

Compliance notes

Element National Law and National Regulations underpinning Standard 7.2

7.2.1	Regulation 31 Condition on service approval-quality improvement plan Regulation 55 Quality improvement plans Regulation 56 Review and revision of quality improvement plans
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Rating summary for Quality Area 1

Educational program and practice			
Standard 1.1	Program	The educational program enhances each child's learning and development	
Element	Concept	Descriptor	Assessed
1.1.1	Approved learning framework	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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 1.1 is rated: W M E			

Educational program and practice			
Standard 1.2	Practice	Educators facilitate and extend each child's learning and development	
Element	Concept	Descriptor	Assessed
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 1.2 is rated: W M E			

Educational program and practice			
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child	
Element	Concept	Descriptor	Assessed
1.3.1	Assessment and planning cycle	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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 1.3 is rated: W M E			

Rating summary for Quality Area 2

Children's health and safety			
2.1	Health	Each child's health and physical activity is supported and promoted	
Element	Concept	Descriptor	Assessed
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 2.1 is rated: W M E			

Children's health and safety			
Standard 2.2	Safety	Each child is protected	
Element	Concept	Descriptor	Assessed
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			Working <input type="checkbox"/> towards NQS
<i>If all elements are met</i>			Meeting <input type="checkbox"/> NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 2.2 is rated: W M E			

Rating summary for Quality Area 3

Physical environment			
Standard 3.1	Design	The design of the facilities is appropriate for the operation of a service	
Element	Concept	Descriptor	Assessed
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 3.1 is rated: W M E			

Physical environment			
Standard 3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning	
Element	Concept	Descriptor	Assessed
3.2.1	Inclusive environment	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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 3.2 is rated: W M E			

Rating summary for Quality Area 4

Staffing arrangements			
Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development	
Element	Concept	Descriptor	Assessed
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 4.1 is rated: W M E			

Staffing arrangements			
Standard 4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical	
Element	Concept	Descriptor	Assessed
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 4.2 is rated: W M E			

Rating summary for Quality Area 5

Relationships with children			
Standard 5.1	Relationships between educator and children	Respectful and equitable relationships are maintained with each child	
Element	Concept	Descriptor	Assessed
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 5.1 is rated: W M E			

Relationships with children			
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships	
Element	Concept	Descriptor	Assessed
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 5.2 is rated: W M E			

Rating summary for Quality Area 6

Collaborative partnerships with families and communities			
Standard 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role	
Element	Concept	Descriptor	Assessed
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 6.1 is rated: W M E			

Collaborative partnerships with families and communities			
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing	
Element	Concept	Descriptor	Assessed
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
6.2.3	Community engagement	The service builds relationships and engages with its community.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 6.2 is rated: W M E			

Rating summary for Quality Area 7

Governance and leadership			
Standard 7.1	Governance	Governance supports the operation of a quality service	
Element	Concept	Descriptor	Assessed
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood, and support effective decision making and operation of the service.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 7.1 is rated: W M E			

Governance and leadership			
Standard 7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community	
Element	Concept	Descriptor	Assessed
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<i>If any elements are not met</i>			<input type="checkbox"/> Working towards NQS
<i>If all elements are met</i>			<input type="checkbox"/> Meeting NQS
<i>If Meeting NQS, are the three Exceeding themes demonstrated?</i>			Exceeding NQS
Practice for this standard is embedded in service operations; AND			<input type="checkbox"/>
Practice for this standard is informed by critical reflection; AND			<input type="checkbox"/>
Practice for this standard is shaped by meaningful engagement with families and/or the community.			<input type="checkbox"/>
Standard 7.2 is rated: W M E			

Quality Area Rating		Significant Improve- ment Re- quired (S)	Working Towards National Quality Standard (W)	Meeting National Quality Standard (M)	Exceeding National Quality Standard (E)
QA1	Educational program and practice				
QA2	Children's health and safety				
QA3	Physical environment				
QA4	Staffing arrangements				
QA5	Relationships with children				
QA6	Collaborative partnerships with families and communities				
QA7	Governance and leadership				
Overall rating					

