

Service Details

Service Name	Service Approval Number
Wheelers Hill Child Care Centre	1-1VLB7ZO
Primary Contact at Service	Secondary Contact at Service
Ms Andrea Nicou	Mrs. Kanwal Ahuja
Physical Location of Service	Physical Location Contact Details
Street: 305 - 307 Jells Road Suburb: Wheelers Hill State: VIC Postcode: 3150	Telephone: 03 9561 7789 Mobile: Email: wheelershillccc@bigpond.com
Approved Provider	Nominated Supervisor
Primary Contact: Colin Sann Telephone: 03 9530 6612 Mobile: 0419 307 365 Fax: 03 9560 6613 Email: colin.sann@bigpond.com Street: 67 South Road Suburb: Brighton State: VIC Postcode: 3186	Name: Andrea Nicou Telephone: 03 9561 7789 Mobile: 0431240920 Email: wheelershillccc@bigpond.com

Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time	7:00am	7:00am	7:00am	7:00am	7:00am	Closed	Closed
Closing Time	6:30pm	6:30pm	6:30pm	6:30pm	6:30pm	Closed	Closed

Additional Information about Your Service

Wheelers Hill Child Care Centre is open 52 weeks per year. The centre closes for gazetted public holidays. During the school holidays we take siblings under the age of six of the children currently enrolled as required.

The children are grouped according to age or specific requirement/ development. Our Baby room is for children from 0-12months (approx.), our Toddler 1 room is for children from 12-24 months (approx.), our Toddler 2 room is for children from 24-36months (approx.), and our Kinder 3 Room is 3-4 age children (approx.) and our Kinder 4 Room 4-5 years (approx.).

Nominated Supervisor - Andrea Nicou

Service Statement of Philosophy

Wheelers Hill Child Care Centre Philosophy

High Quality Relationships

At Wheelers Hill Child Care Centre, we aim to provide children and families with an atmosphere that is warm, welcoming, nurturing, enjoyable and home like. We offer a safe and secure environment where children are valued and encouraged to develop to their full potential. We are continually looking for ways as a centre to improve, and through this reflective process our philosophy, environment, curriculum and knowledge will evolve and develop. Our educators are seen as role models who support each individual child to engage in the best possible learning through nurturing and enhancing their sense of wellbeing and belonging. We believe all children deserve to be treated equally without bias and their culture and diversity embraced and acknowledged.

Play Based Learning Environment

We believe that play is a vital component in the development of all children which is why we follow a play-based learning program. We implement an indoor/outdoor program which gives children the freedom to decide where they wish to play regardless of weather. Our program includes children's interests and enhances their learning through various experiences both planned & unplanned. We value outdoor play and think of our indoor and outdoor environments as one whole space rather than separate areas. Through the provision of a wide range of materials, children have the opportunity to explore and extend on their learning and experiences. We believe in letting the children play without interruption from adults and encourage them to take risks and make their own choices.

Nurturing Growth and Independence

Staff support all children to become independent, develop friendships, and help them to make their own choices and treat one another with equality. There are many opportunities through the program that allow children to engage in varying experiences and to pursue their own interests. Each child is unique and embarking on their own individual life. Therefore, we strive to empower children by using their thoughts and ideas to develop the program. We realise that children develop at their own pace so early education is fundamental for future learning! We introduce children to different family types, cultural experiences and alternate ways of doing things. In this way they will learn to accept challenges.

Family Inclusive Environment

Families are very important to us and we like to promote open communication, respecting their rights, beliefs, cultures and opinions. We acknowledge and strengthen Aboriginal & Torres Strait Islander knowledges, cultures, and perspectives. We also like to encourage family involvement and feedback into the development and delivery of our educational programs. We are committed to constructive communication with families which includes discussions, child portfolios, weekly reflections, Facebook and newsletters. We believe a healthy nutritional menu which caters for all individual needs, including dietary and cultural requirements, is essential for healthy growing minds and bodies.

Quality Area 1: Educational Program and Practice

Quality Improvement Plan for QA1

Summary of Strengths for QA1

Strengths

- * Staff ensure that the curriculum they are providing covers all developmental outcomes and encourages children to reach their full potential. Through the use of a variety of observation mediums, staff provide programs that contribute to each child's learning and development. Educators speak directly to families regarding all areas of their child's development during daily pick up and drop off or a scheduled meeting.
- * Educators have a strong commitment to the value of play based exploratory programmes and incorporate both planned/intentional learning experiences and also spontaneous interests and learning opportunities
- * Staff record observations to seek information about each child's areas of interest. These interests are used to build upon current skills, and are the foundations for planning, and are evaluated and modified as required. Families are provided with 'Child Profile' forms upon commencement at the centre so staff can begin familiarising themselves with the interests, culture and abilities of the child. Older children are given the opportunity to discuss with educators about their interests and what they would like to see in their environment. Children's voices are included in the planning and is an important part of our programming to ensure the children are active participants in their learning.
- * Room routines are organised in a way that provides children with long periods of play. Weather is a constant consideration to make the most of indoor and outdoor time. Children are encouraged to follow their interests with indoor/outdoor play provided and move between the spaces freely. One-on-one, small group and whole group play experiences are conducted throughout the day to provide children with collaborative learning opportunities. Room programs include all developmental areas and allow children multiple opportunities to maximise their learning with a lot of impromptu learning as well.
- * Educators attend professional development to further develop their understanding of the state and national early childhood curriculum frameworks. Professional learning is passed on to other educators including Room leaders during Educational Leader planning and staff communication book which is located in the staff room.
- Educational leader ensures all staff are up to date and have a good understanding of the planning cycle. Education Leader has planning time to research new effective ways to help all staff which is then discussed amongst the educators.
- * Educators are able to plan programmes with a balance of experiences that offer opportunities for repetition, consolidation and success and opportunities for risk taking and challenges.
- * Each room leader follows an ongoing cycle of planning, documenting and evaluating for their programs and each child's

individual observations. Room leaders utilise information recorded on plans and observations to write up a program and provide experiences for the children. Program and planning are based on EYLF which reflects children's current interest, abilities, knowledge and ideas. Educators utilise children's resting time to have discussions in the room about the programming, areas of improvement & share knowledge about children's interests to incorporate in future planning.

*Each child has their own portfolio that is added to throughout the year. Portfolios are easily accessible to families and they are encouraged to view their child's portfolio at any time and add to it if they wish. Portfolios can contain a mixture of observations, artwork, photographs, developmental checklists, and input from families.

*Children also have their own digital portfolio on the online app 'Seesaw' and families are able to view their child's learning throughout the day and can use this app to communicate to staff and provide feedback on their child's learning. Families are able to easily access this app and view their child's progress & development over time.

Standard 1.1 – Program: The educational program enhances each child's learning and development.

Exceeding themes	
1. Practice is embedded in service operations	The Early Years Learning Framework is embedded in the program and planning including in the decision making, experiences planned for children, responsiveness and through daily teaching and learning. This is also evident in our programming and planning where we link the EYLF outcomes to the child's learning through the planning cycle. The Educational Leader works collaboratively with room leaders to consistently develop and implement a responsive program that builds on children's interest, knowledge, strengths, ideas and culture. This is done through: - One on one discussions between room leaders and educational leader - Staff meetings - Educational leader uses EL planning time to spend time in the rooms to mentor & provide ideas to room leaders

2. Practice is informed by critical reflection	Room leaders maintain a critical and reflective journal to reflect on philosophical and theoretical influences on curriculum decisions, opportunities to strengthen the educational program and share ideas and best practices. Staff meetings are used to regularly reflect & discuss and is an opportunity for input by all educators. Successful practices and how to build upon them are also discussed as well as issues, challenges and possible solutions. Agreed actions and conversations are documented in our meeting minutes to enable review and critical reflection as an ongoing process. Daily snap shot reflections are posted on the Seesaw app daily and this provides an opportunity for educators, families and children to look back on their day of learning.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are provided with multiple opportunities to give feedback regarding the program, routines and centre operations. Feedback is given through: - informal conversations with educators and management - seesaw app - email - feedback forms located in the foyer - fortnightly programming displayed in the rooms We regularly communicate about the educational program by sharing our fortnightly program on the Seesaw app for parents to share children's developing knowledge & strengths, to support continuity of learning across home and service. We actively seek families understanding of their child to develop a child-centred educational program.

Standard 1.2 – Practice: Educators facilitate and extend each child's learning and development.

Exceeding themes
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1. Practice is embedded in service operations	We take every opportunity to extend each child's learning through open-ended questions to support each child's participation, learning and development. A list of these questions is displayed in each room for easy access and educators to confidently and purposefully make curriculum decisions. Our programming includes a planning cycle for each child to ensure their interests are being documented and extended through further experiences. We extend children's learning by using spontaneous teaching moments to extend children's play and scaffold their learning. We encourage children to further explore their interest by following up on their ideas. Our planning displayed in the rooms includes a spontaneous and intentional teaching section for educators to document these responsive teaching moments. For example: Resources are added to planned experiences to extend children's interests and learning.
2. Practice is informed by critical reflection	Through reflections with the children during group times, we have recognised that meal time is a good opportunity for children to extend their active participation and be more involved. For example: - Kinder children are serving their own fruits at morning tea & afternoon tea - Setting the table with placemats - Scraping their left-over food in our compost bin - Collecting left-over water to water our plants - Children helping set up the yards and activities
3. Practice is shaped by meaningful engagement with families, and/or community	Our observation template has a section for family feedback and families are also encouraged to engage with their child's portfolio to see their child's learning progress. This is also evident in our programming and planning as we have a section where families can provide feedback. We have family discussions to draw on family interest and any special events to facilitate learning and development by including this in our programming and planning. We make every attempt to extend children's learning and development into the community. For example: Children showed interest in role-modelling doctors and nurses, therefore we invited a parent who is a nurse to come in for International Nurses Day to discuss the day in a life of a nurse. Children have shown interest in cooking and we have invited families to share their special home recipes and we have included these cooking experiences in our programming and planning. This reflects the unique cultural community of the service and helps us to meaningfully engage with our families.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	We follow an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. We use a variety of ways to collect information about children's knowledge, strengths, ideas, interests and culture. This is gained from families at enrolment, discussions with children and through the planning cycle. Observations are shared between the staff in the room to ensure all children are benefiting from a collaboratively approach to learning and each educator is able to express their ideas.
2. Practice is informed by critical reflection	At the end of each fortnightly plan, the educators take time to evaluate and reflect on the current plan and use that information for future planning. Educators also use their planning time to reflect on what worked and how to improve their practice and provide the best outcomes for the children.

3. Practice is shaped by meaningful engagement with families, and/or community	As part of the enrolment process, the service invites families to share information about their child such as: - Interests - Languages spoken at home - Cultural background - Traditions - Favourite indoor and outdoor activities - Favourite meals - Child's routine - Goals and expectations - Skills and abilities - Medical needs We value information the families provide and use it as a starting point in getting to know children and their families. We also use this information along with our other observations to assist in our program and planning to set learning goals and plan experiences. This approach is also reflected in our centre philosophy because high quality relationships with families and a family inclusive environment is highly prioritised in the service.
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Key Improvements Sought for QA1

Standard/Element	Element 1.1.2 – Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Identified Issue	Educators need to incorporate more cultural responsiveness within our centre, incorporating values, beliefs & traditions.

Standard/Element	Element 1.2.1 – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Identified Issue	Staff to further understand the values and beliefs of the indigenous culture as it has not been incorporated to its extent.

Standard/Element	Element 1.3.2 – Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Identified Issue	Staff to develop skills on documenting critical reflection to make it more consistent and effective.

Improvement Plan

Standard/Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
1.1.2	To incorporate different cultures into program planning for the children to foster diversity and inclusion but also for promoting cultural awareness and understanding.	H	Researching and cooking different cultural dishes with the children	All educators feel confident incorporating children’s cultures. Children’s cultures are evident and celebrated within the service.	Ongoing	April - Andrea made Greek easter (Koulourakia) biscuits during Easter time with the Kinder children. July – Shivangi made Aloo paratha (stuffed potato bread) with the Kinder’s - North Indian dish. September – Kinder 4 made Tiropita

			To incorporate different languages through our 'Speak It In Every Language' program.	Educators & children will be able to use these languages in every day interactions. Families will contribute to this program by sharing their home languages.	July 2025 - ongoing	because Alexander came back from holiday in Greece and said he loved eating Tiropita in Greece. Parents have been contributing to our 'Speak it in every language' wall by writing the phrase of the month in their language. Educators are then using these languages during meal times, play & every day practices. This program is part of our Planning Cycle and each room is plans different experiences to promote this program.
1.2.1	Develop children's learning, respect	M	Develop resources and	Educators & children are including the Woi wurrung	Ongoing	During afternoon circle time, the Kinder

	and appreciation for our local aboriginal people through learning some of their Woi Wurrung language.		provide a program that shares the Woi Wurrung language of the Wurundjeri people. Use Woiwurrung words in our Acknowledgement to Country.	language and indigenous culture within their programming and is evident in the daily routine.		4 children greet each other in Woi Wurrung – Wominjeka July - Firsts Nations Incurion during NAIDOC week. The children learnt about the aboriginal culture by painting their own boomerangs.
1.3.2	For staff to develop skills on documenting critical reflection to make it more consistent and effective.	M	Educational leader will provide prompts and guiding questions to deepen reflection. The educators will use their reflective journals to document their thoughts and ideas.	Educators will feel more confident when critically reflecting and they're able to connect it to their practice and planning cycle.	Ongoing	Room Leaders each have their own reflective journal and they have fortnightly discussions with the Educational leader. Rooms also complete a monthly reflection in their teams to see what worked well and what changes need to be made to ensure quality learning and wellbeing is maintained.

Quality Area 2: Children's Health and Safety

Quality Improvement Plan for Q2

Summary of Strengths for QA2

<u>Strengths</u>	*All children are given the opportunity for rest or sleep throughout the day. Staff provide children with a relaxing sleeping environment with relaxing music and dimmed lighting. Children that do not wish to sleep are offered quiet activities to relax and recharge. In Kinder 4 we use Meditation and breathing techniques which helps the children to rest their bodies. *The centre adheres to the highest infection control standards. Families are notified when an infection/illness is prevalent at the centre. Children are excluded from the centre when symptoms of an infectious disease or illness begin and return with a clearance from the doctor stating they are well enough to attend the service. Appropriate authorities are informed if there is an outbreak of infectious disease. Children who are unwell are separated from other children and given the opportunity to rest. *The centre provides a nutritious menu that covers all dietary requirements. Healthy eating is promoted regularly through experiences, displays etc. The centre holds a healthy living week during the year to promote awareness on the importance of being healthy. The 4-weekly rotating menu is displayed in the foyer. The daily menu is also displayed on the window near the sign in area for parents to view. *Children with allergies and sensitivities are catered for daily. Children with allergies that require medications and/or medical conditions are required to have action plans at the centre that have been completed by a medical practitioner. The centre has a process in place to ensure that action plans and medication are current, in date, available in all rooms and regularly reviewed. All action plans are always displayed in the staff room and in the kitchen and is a part of our staff induction process to ensure all staff are aware of all medical conditions such as asthma, anaphylaxis, diabetes and allergies. Staff are informed of new children enrolled with medical conditions. Children with allergies and medical conditions also have risk minimisation plans that are completed in consultation with families. If a child at the centre is diagnosed with anaphylaxis, the director provides the family with the anaphylaxis policy and works together with them to complete all relevant documentation. All families are notified on commencement of child with anaphylaxis and are informed to refrain from bringing any food from home, especially containing nuts. *Effective hygiene practices are promoted and implemented. Regular supervised hand washing routines, wipes, tissue boxes and sanitisers are easily accessible. Toy cleaning procedures are put in place to ensure hygiene practices are implemented. Each room has their own toy cleaning checklist and is completed as needed. Mouthed toys are put in a bucket immediately and cleaned when time permits. * Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. A weekly incursion for Kinder – Happy Feet is provided to the children on Mondays to promote movement and fitness in a fun and engaging way.
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*Centre staff ensure that all accident and medication documents are filled in adequately. Families are notified immediately when a child injures themselves above the shoulder, via telephone. When a child is injured below the shoulder, we assess the injury and action is taken accordingly. All staff have undertaken HLTAID012 first aid to ensure they have up-to-date knowledge on how to deal with emergencies. CPR training is undertaken every year.

*The centre practices emergency evacuation drills every 3 months. These drills are a combination of evacuations and lockdowns (Please refer to Emergency Evacuation folder).

*Active supervision is followed at all times including head checks, roll calls & especially in high-risk areas. When staff are engaged in conversation with families at pick up and drop off, staff continue to remain attentive with supervision at all times.

*All activities planned are age-appropriate and developmentally suitable and special care is taken to ensure the safety of the children.

*Kelly Sports Program is included in our plan every fortnight. Kinder 3 & 4 participate in the program every fortnight on a Thursday.

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	Enrolment process is used to gain information about medical needs such as asthma, allergies, anaphylaxis, diabetes or any other health requirements. This information is shared with all educators and displayed in the rooms, staff room and kitchen. Educators along with the centre director ensure all plans, medication & risk minimisation forms are up to date and easily accessible. Up to date first aid boxes are readily available in all rooms as well as the office & kitchen. We adhere to injury and illness management policies. It is a guideline of our centre to administer medication in a safe and appropriate manner when authorised by a family member. Strict procedures have been established regarding the storage and administration of medication to children. When administering medication, we always ensure there is another educator there to witness the administration and re-check the details of the medication form. Our service policy of dealing with infectious diseases includes notifying families of infectious illnesses in the services through email & front door notice. We also follow the exclusion of any children consistent with the current information provided by the department.

	We have a General Practitioner who visits fortnightly to provide medical consultations with the children enrolled in the service. Parents are required to fill in a form and give permission for their child to seek medical attention. This service is bulk-billed. Parents find this service convenient as the doctor is able to write up action plans, prescriptions & administer immunisations. This adds value to our service as working families benefit from having to seek medical attention out of work hours.
2. Practice is informed by critical reflection	To support children's rest and relaxation, after discussion with the Kinder 4 children, they have decided to have quiet rest time with calm music to re-charge. This includes: - Listening to calm music - Listening to audio book - Meditation - Quiet activities (puzzles & books) Seeking out and considering alternate ways of supporting each child's well-being is also reflected in our centre philosophy where we use children's thoughts and ideas and involve them to be active participants in their well-being and comfort. Our chef regularly visits children whilst eating to discuss the menu choice to gain feedback from the children. Children are given the opportunity to give ideas on what they would like to see on the menu. Some feedback that we have received from the children is that they prefer rice instead of rice noodles. Chef Mel was able to trial the menu with rice and it was a great success.
3. Practice is shaped by meaningful engagement with families, and/or community	We engage regularly with families to discuss children's changing physical and well-being requirements, including, comforters when unsettled or to help them at rest time. We promote children's health and physical activity with families and the community. We have a weekly incursion 'Happy Feet' which includes fun & fitness. We promote children's health and physical activity through our fortnightly incursion, Kelly Sports for our Kinder 3 and 4 children. AFL Victoria visit yearly to promote physical activity and support their involvement in local clubs.

	Recipe Sharing wall is displayed in the foyer for parents to share healthy recipes with each other and our chef. Additionally, families are requesting our recipes which we are happy to share. Chef Mel is always happy to have a chat with parents about their child's eating and provide strategies on how to introduce new foods at home. Parents are appreciative of the meals provided to the children as they are introduced to a variety of cuisines reflecting children's cultural background. New meals are introduced on a trial basis dependant on children's feedback. We follow the Australian Dietary Guidelines within our service to ensure we provide healthy and nutritious meals to the children each day. If our menu changes, parents are informed by email or notification displayed. Families are provided with daily information about their child's intake, experiences with food and sleep times.
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Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	Emergency evacuations and lockdowns are practiced at least 4 times a year. If there are any complications or confusions during the drills, we address them immediately and update any procedures or policies as required. All visitors are required to sign in and out & provide WWCC. The services policy and procedure on delivery and collection of children ensures that children are only released to authorised emergency contacts located on Page 4 of the enrolment forms. Identification is viewed and confirmed at pick up time. Daily checklists are completed to ensure the safety of equipment and the environment and if there are any hazards or harmful objects, they are to be removed immediately and dealt with. We have a maintenance list which is kept in the staff room at all time for staff to itemise any items which need maintenance. Management ensures this is fixed in a timely manner to ensure the safety of the children. Children are removed immediately from unsafe areas to avoid injury.

	Active supervision is followed at all times by ensuring that educators position themselves effectively and special attention is given to high-risk areas as well as during toileting, sleep, rest and transition routines. Outdoor supervision layout is displayed highlighting high-risk areas to prevent accidents and injuries.
2. Practice is informed by critical reflection	Educators regularly reflect as a team on practices to support child safety. For example, when the Safe Use of Digital Devices and Online Environments policy was introduced, a staff meeting was organised to discuss the changes and the policy was reviewed by all staff to ensure all information was understood and put into practice. Staff were asked to read and acknowledge the new policy. All educators at Wheelers Hill are trained in child protection via a training package from the DET. The centre encourages educators to approach the director with any issues regarding children in our care, and together, we work out plans of action. In the past, educators have kept documented logs on certain children they had concerns about to ensure the centre had appropriate documentation if it was needed. All educators are aware of their responsibilities as mandatory reporters. All staff have completed their mandatory reporting training on the DHS website and refresh this training yearly.
3. Practice is shaped by meaningful engagement with families, and/or community	We actively engage with families about any concerns that may be present for their child's safety at enrolment and during their time at the service. If any families are going through any legal actions such as court orders, we ensure that the families are supported and the staff are notified and follow any legal actions. A lot of our families and communities have pets especially dogs in their care. One of the suggestions from a family to include in our program and planning is safety around pets. Keeping this in mind, we have organised a yearly incursion by 'Responsible Pet Ownership' to come and discuss pet ownership and safety to children. We have strong connections to our local emergency services such as police, ambulance & fire brigade. In the past we have had visits from police and plan to re-invite them in the near future.

Key Improvements Sought for QA2

Standard/Element	2.1.3 – Healthy Eating and physical activity are promoted and appropriate for each child.
Identified issue	Some children are refusing to try the meals and are requesting other food before trying the meals provided.

Standard/Element	2.1.2 – Effective illness and injury management and hygiene practices are promoted and implemented.
Identified issue	Children are not aware of various hygiene practices to avoid illnesses.

Improvement Plan

Standard/Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
2.1.3	Teaching children about the benefits of healthy eating and encouraging them to try new foods is essential for promoting lifelong habits of nutritious eating.	H	Staff will role-model healthy eating practices.	Most children will either be eating the meals or at least trying different foods.	Ongoing	July 2025 – Chef Mel introduced new fruits in our foyer and children are enjoying naming the fruits each day with their families. July 2025 – Healthy living week was celebrated throughout the centre. Children tried new recipes and discussed sometimes food and anytime food.

			Staff will include healthy eating discussions on the program. Children will be more involved in the veggie patch and learn about different vegetables.	Children will be more involved in caring for the garden, watering the plants and has knowledge about the variety of vegetables they have planted.	Ongoing	Ongoing – Educators have been eating some of the food with the children and discussing the ingredients to promote healthy eating. Educators are bringing in healthy recipes which they are sharing with the children and making the dish. Ongoing – Children have been planting, harvesting and supplying veggies to Chef Mel to use in her cooking. We have just harvested Silver beet and parsley.
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2.1.2	For children to learn healthy hygiene practices as it is crucial for preventing the spread of illnesses and promoting overall well-being.	H	Children will learn to use effective hygiene practices in their everyday life. Educators will incorporate hygiene practices in their daily programming and planning such as: - Role modelling - Hand washing procedures - Coughing - Nose wiping - Brushing their teeth - Toileting and more.	We will be inviting Smile for Kids to visit our centre and discuss healthy dental procedures. They will provide preventative dental treatment to the children as well as educate them about keeping their teeth healthy.	Ongoing	March 2025 – Smile for Kids visited on the 18th of March. Parent's were happy with the service and lots of children were signed up to be checked. The dentists went to each room to discuss and educate healthy dental practices and each child was given a toothbrush to promote teeth cleaning. September – Smile for Kids came for their follow up visit on 18th of September – 6 month check up. August – Zyrtec donated some children's books promoting healthy hygiene practices. All the rooms received a book and educators built experiences based on the books. Ongoing – Kinder 3 and toddler 2 are assisting parents with toilet training
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						and they are using a variety of strategies encouraging children.
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Quality Area 3: Physical Environment
Quality Improvement Plan for QA 3

Summary of Strengths for QA3

<u>Strengths</u>	*All spaces, equipment, facilities and resources at the centre are suitable for their purpose. The centre director has a maintenance list in the staff room for staff to write down any maintenance issues that may arise. These are then attended to by our maintenance team. *Staff utilise playground and cleaning checks to ensure their rooms, yards and equipment are safe, and regularly cleaned and maintained. The centre has regular access to a maintenance service that ensures all equipment is safe and in working condition. *The centre outdoor spaces have synthetic grass, and the kinder & Toddler 2 yard has many trees throughout the yard. This also attracts families during their tours before enrolling. The large outdoor yards have sandpits, covered with shade sails which children access frequently. The yards are equipped with large playgrounds including swings, large slides, mud kitchen, sandpit, cubby house & climbing frames which are changed frequently to keep children engaged. Our outdoor program focuses on providing opportunities for children to explore their gross motor skills, risk-taking and challenge their development. Along with these outdoor experiences, other activities are set up such as book reading, block play, art & craft activities, balancing steps & outdoor trucks. Educators have been focusing on gardening and the planting of fruit, vegetables and herbs in these outdoor spaces. *The centre’s design allows for safe supervision, both indoors and outdoors. Staff place themselves in positions which allow for safe supervision. Four yards at the service allow for all children at the centre to be outside at once. *The centre strives to provide multiples of the same resource to ensure the children are getting the most out of that particular experience. There are always plenty of materials provided in art and craft activities so no children are excluded from the experience. The centre provides resources for children of all differing levels of ability. * Staff include in their programs to show respect for the environment through caring for our veggie patches in the Kinder &
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toddler yard as well as caring for their fish. On top of this the children help to feed our worm farm/compost bin as well as teaching them the importance of recycling, using the bins available in all the rooms. Staff are modelling these sustainable practises now to embed them into the children's lives early on.

*We are collecting the worm wee from our worm farm and using it in our plants. We also offer our worm wee to parents to use at home to help their plants grow.

*Outdoor play is encouraged for children to explore their gross motor skills and risk taking. Physical activity is always provided indoors in a safe manner especially during Winter.

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	All rooms have access to their own indoor and outdoor area which are equipped with developmentally appropriate equipment, fixtures and resources. Each area is tidy and well maintained with daily raking, sweeping and wiping any wet equipment. Our indoor play areas provide children with spaces with opportunities to engage in quiet and active learning, solitary play experiences and move freely between small and large groups. Our outdoor play area is dynamic and flexible with fixed and moveable equipment to scaffold children's growing physical needs. It also has quiet and active zones and areas like our worm farm, veggie garden which promotes respect for the natural environment. Rooms are designed to ensure active supervision is in place at all times while also providing spaces and activities for children's need for privacy and independence.

2. Practice is informed by critical reflection	During room meetings, educators regularly discuss and reflect on how to keep the room inviting and challenging to the children. This is also reflected in our service philosophy where we aim to promote a play-based environment through an indoor/outdoor program. During our group times, we involve children in discussions about the use of space and resources and how to use materials safely. We critically reflect with children about what is available to play and what they would like added to their play spaces. Educators demonstrate and model how to use new equipment safely. If educators notice any hazards around the service, they are dealt with immediately to avoid accidents. For example: during family grouping some staff noticed that the high chairs in the baby room were causing a tripping hazard and we immediately re-arranged the room to ensure no accidents were caused. This is the approach we take to avoid accidents
3. Practice is shaped by meaningful engagement with families, and/or community	We have received many comments from families during tours as they are happy & excited to see the large outdoor play areas which promotes many opportunities for outdoor play. Our environment supports the access of all children and families at this service. For example: A disabled access parking spot as well as ample parking only accessible to the service, a ramp at the front entrance ensures accessibility for wheelchairs, prams & deliveries. Our service is designed for easy navigation and avoids any congestions at drop off & pick up times.

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
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1. Practice is embedded in service operations	Sustainable practices and supporting environmental responsibility is reflected in our practice. Our sustainability team (Rajani & Lorrae) works on building the sense of responsibility for caring for the environment. This includes: - Composting - Gardening - Worm farm - Recycling - Using re-purposed materials We ensure that children are active participants and our educators along with our sustainability team ensure that we provide spaces that promote development of skills such as growing and preparing food, waste reduction, water conservation & care for the environment. We also provide sufficient resources to support play-based learning that meet the range of interest, abilities and ages of all children. We like to incorporate a range of materials within our learning such as recycled, natural, commercial and resources made by educators.
2. Practice is informed by critical reflection	Our sustainability team regularly discuss ways to improve sustainability practices within our service. Research is conducted and together decisions are made to provide new and improved ways of being sustainable. Any changes to the services approach is discussed at staff meetings or is written in the staff communication book to ensure that it is understood by all and implemented appropriately.
3. Practice is shaped by meaningful engagement with families, and/or community	Our service supports families to develop their understanding and engage in environmentally responsible and sustainable practices. For example: Worm wee is collected from our worm farm and is available for families to use at home in their gardens. Wonder recycling rewards for school has been one of the recycling programs we have participated in as part of our community engagement. We encouraged families to help collect as many bread bags as possible to help reduce the wastage of plastic. We regularly collaborate with inclusion support officers, speech therapists and occupational therapists who provide strategies, resources to promote the full participation and engagement of all children.

Key Improvements Sought for QA3

Standard/Element	Element 3.1.1 – Outdoor and indoor spaces, building, fixtures and fittings are suitable for the purpose including supporting the access of every child.
Identified Issue	Children are losing interest in activities both indoor and outdoor due to environmental set ups which limits meaningful opportunities for play and learning.

Standard/Element	Element 3.2.3 – The service cares for the environment and supports children to become environmentally responsible.
Identified Issue	Children are supported to explore and practice sustainable habits, helping them understand the importance of caring for the environment both at the service and at home.

Improvement Plan

Standard/Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
3.1.1	To increase children's engagement by creating well designed furniture and activities.	H	The centre will provide more indoor and outdoor resources to enhance a variety of different play spaces or layout.	Children demonstrate a high level of engagement and sustain interest in activities and play spaces.	Ongoing	August – The new cubby house was installed in the Kinder yard. Educators observed that the children are very encouraged and motivated. Discussions have been created in the Kinder rooms to discuss what they would like to add to their cubby hours.

3.2.3	Children and families will develop awareness of gardening practices within the service and will be encouraged to use these at home.	L	Invite the local council to our centre to discuss the importance of our garden and allow children to understand sustainable habits.	Children will be actively engage in gardening and demonstrate their knowledge on how to care for plants.	Ongoing	Lily from Monash council visited us on 8th of July and discussed the importance of looking after our garden She also introduced the Monash council native plant program where we were eligible to receive free native plants to plant at our service. These programs were also placed in our newsletter for parents to access: Gardens for wildlife Nature strip planting August – Our sustainability officers visited Monash council to receive our native plants. The children then helped the educators plant them in our Kinder yard.
	Children to sort their rubbish and use recycling bin.		*Incorporate sustainable practices into daily routines, such as composting, gardening, recycling, edible gardens, reusing rather than throwing away, water saving,	Parents will be more aware of the practices we are using at the service through Seesaw updates & newsletters.	Ongoing	All rooms are recycling their paper towel when the children are washing their hands. Educators are also recycling paper towel when wiping down benches.

			reducing food wastage, and providing plants around environment.			
			Family Library has been implemented and all our books have been donated by families. We keep encouraging parents to donate their toys & books from home instead of disposing them in the rubbish.	Parents continue to bring their books from home to donate to our library which encourages children to donate and share their belongings with others.		Parents have donated books along with other resources from their houses.

Quality Area 4: Staffing Arrangements
Quality Improvement Plan for QA4
Summary of strengths for QA4

<u>Strengths</u>	*The centre has 5 rooms open each day. We have diploma Qualified Room Leaders in Baby Room, Toddler 1 & Toddler 2 rooms. In Kinder 3 & 4 we have qualified Early Childhood Teachers who deliver the funded Kinder programs. The centre director holds a Bachelor of Teaching (Early Childhood) and all educators within the centre are qualified. The centre ensures that there is at least one qualified staff member at the centre when opening and closing. *Responsible person in charge at the time is displayed in the foyer & a log is completed as needed. *Educators are given preferences at the end of the year to choose which room they would like to be allocated to the following year and together with the 2IC, the director does the best she can to cater to the educators needs or preferences. *Educators at the centre are provided with multiple opportunities for professional development throughout the year to improve practice and relationships. Professional standards are maintained through yearly staff appraisals. Positive interactions and
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relationships are maintained through regular communication, forward planning, and respect for one another. Staff meetings are held at least 4 times a year. Staff appreciation is also acknowledged during staff meetings and all new staff are welcomed. Staff are given the opportunity to bring up any issues at the staff meeting or prior with guidance from the centre director. These issues are addressed during the meeting but can also be anonymous to ensure confidentiality.

*End of year celebration is planned for all staff to join and spend time together to acknowledge their hard work, build morale and maintain relationships.

*All Educators are aware of each other's strengths and skills and utilise each other's skills regularly throughout their day.

*Educators are encouraged to show respect towards all staff members. Issues between staff members are dealt with as soon as possible through small group meetings with Room leader and/or centre director. This gives staff members the opportunity to discuss what their issues are and resolve the issue.

*We are known to have a low staff turnover and we have great feedback from our families about this. Families are happy to see familiar faces when they come back with their second/third children. Our team has supported each other through many years and together we have created strong relationships as educators.

*Educators guide one another, if needed, and help train new staff on centre practices and procedures. They interact with each other in a professional manner & share responsibilities.

*The professional standards guide relationships, practice & interactions. This is developed through the service philosophy, the Early Childhood Australia Code of Ethics & the service Code of Conduct policy.

*The educational leader collaborates with Room leaders and oversees their planning every week during educational leader planning time. Educational Leader discusses their programming and works with them to use learning outcome effectively to support children's learning.

*A monthly morning tea is organised to show appreciation to all educators and to promote a positive working environment.

*Staff appreciation board is placed near the staff room to acknowledge when staff go above and beyond. All staff are able to add to the wall and show their appreciation for each other.

*Staff have easy access to ECA code of ethics and service Code of Conduct which is available in the staff room.

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	Rosters are carefully planned to ensure that a consistent educator is always available to maintain continuity of care. The roster is organised in accordance with the staff’s preference as well as to ensure families are provided with the opportunity to meet with the permanent educators during drop off and pick up. Each year the educators are given a preference on which room they would like to be in. We always try our best to cater to individual preferences while ensuring the educators are placed in an effective way to help children settle and transition in different rooms. We make every effort to ensure that children’s family background and culture is reflected in the staff present in the room. We have a pool of relieving staff available to cater when staff are absent. This pool of educators, participate in an induction program along with permanent staff to ensure a shared understanding of the services philosophy, policies & practices. When a new educator is hired, on their first few days of the service they are rostered on in addition to the number of educators the service has working directly with children. This allows them time to familiarise themselves with the children in the room and their learning needs. We ensure all relieving staff are rostered in all the rooms to make sure they are familiar with all children and families, especially with special dietary requirements and special needs. During recruitment, interviews are led by the centre director along with 2IC or another member of the staff to ensure the different perspective are brought into the process and to ensure collaborative decision making. Questions are carefully designed to gauge applicants’ knowledge and understanding of relevant frameworks, child protection and team work. Applicants are always given the opportunity to come to the service for a trial to ensure this is the right fit for them and the service.

2. Practice is informed by critical reflection	During staff meetings, the leadership team supports educators to understand why continuity of care is important to children's wellbeing, development and learning. Educators critically reflect on their own practice in the room they are placed and if it aligns within the age, learning and development of the children. If educators believe their skills set and abilities are better suited with another age group, we then discuss changes we can make to ensure all educators are using their full potential. At staff meetings we critically reflect on continuity of care and feedback was given about how to support educators if they need assistance. If educators are having a particularly challenging day, we always look for ways to support the educator. For example: swapping staff, having time-out or having a discussion with the director or person in charge. When staff resign, their exit data and any documentation help us reflect about the reasons for leaving the service and management use this data for improvement of the service and to retain existing staff.
3. Practice is shaped by meaningful engagement with families, and/or community	New staff are always introduced to families and they provide information about themselves to display in their relevant rooms. Families are informed of any educators leaving on the newsletter or via email. A photo of each educator with a description about themselves and their practice is displayed in the foyer. This also includes their backgrounds and the additional languages they speak which helps families better communicate and find a point of connection with the educators. It also displays their qualification & their room placement. Recently we have had a lot of new enrolments and new families are unsure of the permanent staff in the rooms, therefore we have created a display of the day-to-day educators in the room. This enables families to quickly identify and effectively communicate with the educators about their child's day.

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	Our onboarding process highlights the importance of adhering to the Code of Conduct, Code of Ethics, the services philosophy along with the national quality standards as well as other legal obligations. These legal documents are accessible to staff at all times to refresh their knowledge and understanding. Management also supports staff to work ethically as a team and to provide a safe learning environment. Centre director ensures that all concerns and complaints are dealt in a confidential and timely manner to manage conflict and maintain a positive working environment. All staff are encouraged to respect and value the diverse contributions and perspectives of the colleagues. All interactions are guided by the ECA Code of Ethics. Diverse strengths of all educators are used to build shared professional knowledge, understanding and skills.
2. Practice is informed by critical reflection	Professional collaboration is highly valued and regular opportunities for ongoing communication amongst the team is prioritised. The educational leader schedules regular catch ups with individual staff to reflect on their practice and what improvements can be made. Critical reflective journals are used by room leaders to engage in reflective questions to think deeply about their practice, consider new and different ideas and identify their strengths and weaknesses. Some questions which are used in our critical reflective journals are: - How do we ensure that experiences and educational programs are relevant to all children? - How do we find out about individual children's routines and ensure all relevant staff members are informed about these? - How do we plan a program to include opportunities for active play during periods of inclement weather? - How do we use conversations and interactions with children to make routine times enjoyable learning opportunities? Centre director along with the leadership team reflects on concerns and ideas brought up at staff meetings. Staff are encouraged to provide feedback to improve the service and leadership. Most educators have worked in the service for a long period of time and are valued by the centre as well as the

	families who have been apart of the service for many years. When reflecting upon the number of staff who have been a part of the service for a long time, we are able to identify the following reasons: - Educators feel valued & supported - Their contributions are recognised - Educators are from the local community - Have built strong relationships with families and colleagues
3. Practice is shaped by meaningful engagement with families, and/or community	All members of the service consistently maintain confidentiality and identify culturally sensitive ways to communicate and support families. For example: families and staff who speak the same language are introduced at enrolment. Educators build respectful and professional relationships with families and are able to communicate in a clear and sufficient manner. Staff are encouraged to build relationships with all families to welcome them and help them feel a sense of belonging. If families have any concerns about their child's learning and development, a scheduled meeting can be organised to ensure the families concerns are discussed and addressed in a professional manner. We also collaborate with the inclusion support officer to provide any additional assistance to help both the family and service.

Key Improvements Sought for QA4

Standard/Element	4.1.1 – The organisation of educators across the service supports children's learning and development.
Identified Issue	Lack of effective communication amongst staff leading to gaps in planning and missed learning opportunities.
Standard/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.

Identified Issue	Staff meetings are not always used effectively to promote collaboration and best practices are not always shared between the staff.
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Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
4.1.1	To develop clear communication methods to ensure all information is shared between educators in a timely manner.	H	For all educators to use room diaries, staff communication book in staff room to share important information.	Staff are using the communication tools consistently and no issues about lack of communication have been raised.	Ongoing	Toddler 2 have created their own group discussion tool Room Leaders have their own group discussion tool Whiteboards in rooms are being used more regularly and have been effective.

4.2.1	Strengthen staff meetings as a platform for whole staff collaboration. Leadership and staff share ideas and engage in continuous improvement.	H	Time is allocated during staff meetings to ensure all staff have the opportunity share their ideas. We will be focusing on specific topics/themes to ensure we cover all areas.	Staff report that meetings are collaborative and purposeful and their points are shared.	Each staff meeting	Staff meetings: We have introduced a group task where educators discuss specific topics in groups and then share their thoughts and ideas. 8th May meeting – The questions we discussed: How can we ensure all children feel safe and well cared for? How can we improve our centre? 16th July meeting – The questions we discussed: How can we teach children about body safety?” How can we ensure children are getting the best supervision?”
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Quality Area 5: Relationships with Children

Quality Improvement Plan for QA5

Summary of Strengths for QA5

Strengths

- *All children are given the opportunity for one-on-one interactions with Educators daily. These interactions are warm & trust building. Educators take the time to interact playfully and positively with each child. Each child is given the opportunity to express their feelings, wants and needs with staff at all times. Educators extend conversations with children by asking open-ended questions & follow through. Communication between educators and children is always positive and educators convey patience, respect and genuine interest. Educators consistently give attention to each child and assist children to become happily involved in experiences. If a child is distressed, educators immediately console that child and make them feel safe and secure. This may include swapping a staff member who speaks the child's language or know the child better to help the child express their needs.
- *Staff use their own language to build relationships with children and families and are able to use their cultural knowledge to ensure a smooth transition for children.
- *We are lucky to be a diverse team coming from a variety of backgrounds who utilise their unique knowledge and skills in providing care to the children and incorporating their ideas. (E.g., shared cultural holidays, cooking experiences & language).
- *Families show happiness when they see staff with the same background as they are able to communicate easily and their children feel safe, secure and supported.
- *Children are shown that they are valued through all interactions. Educators interact with children in small groups regularly throughout the day, encouraging positive collaboration between children. Educators encourage children to share their ideas to extend on play experiences. Educators plan according to the children's current interests and ideas, showing that their input is valued. Educators display individual children's artwork and photos of all of the children in an aesthetically pleasing manner to promote a sense of belonging. Educators collaborate with children in the room to create simple room rules and expectations. Children with additional needs are included in the program and are given aids to encourage and strengthen their development. Educators engage children in interesting conversations at meal times & are showing an understanding of discussing a good diet & staying healthy.
- *The centre provides a variety of artificial and natural resources to encourage cooperative play amongst children. Educators

provide play experiences that encourage collaborative learning between small and large groups of children. Educators include themselves in play experiences to support play and teach children valuable skills. Educators provide indoor and outdoor play environments that encourage collaborative and solitary play. The educators are aware meal times are a great opportunity for socialisation between the children and staff. Educators sit and interact positively with the children during meals and organise chairs and tables in a safe and attractive manner which allows children to talk amongst themselves. Educators hold group times daily where staff share stories, sing songs, and encourage discussion.

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	Our service practices a deep commitment to building and maintaining respectful and positive relationships. This is also reflective in our centre philosophy which highlights high quality relationships. We offer a safe and secure environment where children are valued and encouraged to develop to their full potential. We maintain children's dignity and rights and this is evident when we invite them to be active participants in their learning by giving them choice and letting them make their own decision. Children's voice is also a component in our program and planning cycle and educators are encouraged to prompt children to express their thoughts, ideas and needs. As we have provided a safe and secure environment for the children, they feel confident to voice out their thoughts and ideas and this is evident in the choices provided to them in their learning spaces. Educators use and acknowledge the convention on the rights on the child and consider them when implementing our program and planning. We realise that children develop at their own pace so early education is fundamental for future learning and this is part of our service philosophy. We highly prioritise children's emotional and social well-being and this is evident in the way we have utilised our SRF funding through PDs such as: - A developing brain: Supporting whole child development - Behavioural and emotional skills for school transition program - Building resilience in pre-schoolers - Working with vulnerable children Educators build positive and secure relationships with children and ensure that children feel a sense of belonging within the service. Especially during the transition period, primary educators learn about children's cues and what

	are the best ways to help them settle in to their new environment. When children are distressed, educators respond to them immediately to build secure attachments and ensure their well-being.
2. Practice is informed by critical reflection	Educational leader researches the importance of building secure attachments and relationships with children. When professional development is undertaken, non-contact time is given to reflect and evaluate how this new information could be put into practice within the service. For example: When Kinder 4 teacher undertook a PD on brain development early this year this information was then communicated to staff through critical reflection. The baby room leader was really interested in how she could use this information in her day-to-day practice. This led to a shared learning journey on attachment theory through professional reading and conversations.
3. Practice is shaped by meaningful engagement with families, and/or community	As most of the educators have been here for a long period of time, they have built strong relationships with the families and continue to maintain our consistent communication, trust & respect. We believe that families know best about their children and we use the enrolment process to seek family input to best support their child during the transition process. We value the information gathered in our enrolment forms, all about me documentation and ongoing conversations with families and this is evident in the way we support children in their daily routine. We have taken special care in setting up our foyer to make it welcoming and inviting to all families and it reflects the unique geographical, cultural community backgrounds. Throughout the year, we celebrate many special celebrations with the children and families, such as, Diwali, Chinese New Year, Nowruz, Sinhala and Tamil New year and all national holidays. We provide opportunities for families to share their celebrations and any special food and make this a part of our programming and planning. This contributes to a culture of inclusiveness and belonging for children and families at the service. Families are provided with multiple opportunities to provide feedback and voice their thoughts and ideas. We have set up a feedback box in the foyer where families can drop off their feedback anonymously to maintain confidentiality. Families are also emailed feedback forms related to the NQS and these are also available in the foyer for easy access. Some of the feedback we have received for quality area 5 are: “We really love seeing educators getting down to children’s level” “It’s great to see educators still interacting with the children, even at the end of the day”

	"(Child) really loves coming here!" "We feel confident when we see (child) walking so happily to the educators"
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Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	We ensure that the physical environment routine and program help children develop and maintain interpersonal relationships. Children are given adequate time to engage in uninterrupted time either on their own, with their peers or educators. Play spaces are set up in a way to promote social interactions and collaborative learning. This differs from room to room to help support children engage with others appropriate for their age and development. Educators take special care to ensure the play spaces are set up to promote solitary play, parallel play and collaborative play. We have seen that meal times are especially important time of the day where children can gather together as a community. Children are able to interact with each other and educators utilise this time to model respectful and positive relationships to children. In Kinder, children are given opportunities to collaborate together to make decisions about rules, expectations and consequences regarding their own behaviour and safety. We have extensive discussions about strategies to regulate behaviour, how to respond appropriately to others and communicate effectively. We believe that every behaviour is a need trying to be met and educators respond to these behaviours appropriately. Consistent behaviour guidance is used at all times while supporting the rights of the children. Educators continue to find ways to promote positive behaviours such as:

	- Bucket filling - Re-direction - Encouragement and praise
2. Practice is informed by critical reflection	During our staff meetings relationships with children is an ongoing topic of discussion and reflection and we are always discussing ways to improve our practice, through sharing ideas and effective strategies. Educators are given the opportunity to add any areas that they would like to discuss at the staff meeting and one of the topics which was brought up was dealing with challenging behaviour. To follow on their request, we used the staff meeting to engage in a professional discussion about children's behaviour and the educational leader provided information on strategies of how to guide children's behaviour. Educators are encouraged to notify other staff or centre director if they are not coping with a child's behaviour and encouraged to swap or take a break. During room and staff meetings, past incidents are reflected upon to find effective strategies to support children guide their behaviour. These meetings are also used to discuss current practice, recognised guidance and engage in continuous improvement. One of the areas that was discussed recently was how to set up the physical environment to create more opportunities for pro-social behaviour, especially in the younger age groups. We recognised that by making minor adjustments such as creating open walk ways allows children to move freely between learning spaces promoting collaborative play.
3. Practice is shaped by meaningful engagement with families, and/or community	While we don't have any Indigenous children and families enrolled at the centre, we strive to embed Aboriginal and Torres Strait Islander histories and culture into our service. We are proud to acknowledge the traditional owners, Wurundjeri Woi Wurrung and Bunurong people and we recognise their continuing connection to the land. Acknowledgment of country is part of our morning group time and is also displayed in the foyer. Every year we look forward to a visit from Uncle Henning who talks to the children about Indigenous ways of living, culture and language. This year his visit will include Indigenous art experiences where children will get to explore traditional paint with ochres, clay and charcoal. We collaborate with families to tailor our behaviour guidance strategies to best support their child within the service. If we have any concerns about a child's behaviour or development, we gather information about the child and schedule a meeting with families to have an open discussion. Our parent/teacher meetings are also used to

	discuss children's behaviour and we utilise family input and strategies used in the home environment to best support children here at the service.
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Key Improvements Sought for QA5

Standard/element	5.1.2 – The dignity and rights of every child are maintained.
Identified Issue	Not allowing children to make choices or express their preferences which can impact their sense of autonomy and respect.
Standard/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
Identified Issue	Staff need to be supported to learn different ways to support children to self-regulate their emotions and resolve conflicts with their peers.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
5.1.2	For children to develop an understanding of	H	Incorporate body safety messages in the fortnightly plan,	Children are using body safety language in their everyday routines.	On going	15 th July – Room leaders attended the Children's safety and

	body safety, consent and setting personal boundaries.		using age appropriate resources.	Educators modelling and reinforcing body safety messages.		safe guarding in early services PD and shared information with the rest of the team. 16th July – Staff meeting team activity. We discussed body safety and how we can best support children's safety and wellbeing. A group activity was conducted to help educators build their knowledge and confidence on how to best supervise and support children. September – Songs have been introduced and incorporated in the plan about body safety. New body safety books have been purchased and are being read to the children during group times.
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5.2.2	Children to self-regulate their behaviour and communicate effectively to resolve conflict	H	Staff to encourage children to resolve conflict before assisting them. Professional Development by Education Leader & educators	Children feel supported by educators to regulate their own behaviours and emotions.	On going	SRF has been utilised to book PD's for ECT's to increase their knowledge to help children with self-regulation and emotions. PD's. - Healing Relational Trauma Through Play
			Educators to discuss self-regulation with children and help them understand ways they can resolve conflict	Staff build on children's knowledge about how to be effective communicators.	Ongoing	Ongoing – Conversations take place during children's rest time to discuss strategies staff have used with children to help manage behaviours & support emotional regulation.
			Staff to discuss amongst themselves and give each other strategies they have used and worked for them when helping children communicate effectively and			Educators are always discussing ways to help each other, especially dealing with children with behaviour concerns. If educators are feeling overwhelmed, they can

			resolve conflict			be replaced by another staff member to support their mental health. This approach ensures that educators manage situations effectively whilst maintaining positive relationships with children.
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Quality Area 6: Collaborative Partnerships with Families & Communities

Quality Improvement Plan for QA6

Summary of Strengths for QA6

<u>Strengths</u>	*Families are invited to visit the service at any time for a centre tour. The centre has an open-door policy which encourages families to visit when they are able to. Families are encouraged to go through the orientation process with their child. They are welcome to come in as many times as they need to and are encouraged to visit often through the transition period. Families are provided with a detailed enrolment pack during their first visit. *A calendar of events is created yearly which provides families with numerous opportunities to visit the centre such as Mother's Day, Father's Day, Grandparents Day, Graduation & end of year celebrations. *Current information about the service is available to families in the form of newsletters, centre notices, seesaw app, regular emails, communication books, daily information sheets, website and centre displays. Information regarding the service philosophy, centre policies and procedures, and daily operations are available in the foyer and are also displayed throughout the centre. *The service collaborates with many different organisations and service providers to enhance children's learning and wellbeing. Early childhood intervention services are used regularly to help provide additional support to families. The centre
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frequently liaises with their local inclusion support facilitator to gain ideas, resources and support relating to children with additional needs. We also have Happy Feet dance group that comes in and provides a session with our Kinder 4 children once a week.

*School transition statements are completed by the Kinder 4 teacher towards the end of the kindergarten year. These reports assist in making the transition to school easier for the child and family. Educators pass on any relevant information regarding the children in their care to continuing staff when their shift is ending. Children are assisted when moving from room to room during family grouping by educators. Children have transition visits to their new room as much as is needed before moving up to the next age group.

*Educators are aware of the process involved in accessing inclusion support assistance. The Director is aware of how to obtain help by contacting the local council's inclusion support facilitator. This support is only sought-after communication with families as well as documented observations by educators. Families are then provided with forms to consent. Forms are obtained and filled out by the family, Director and inclusion support facilitator and then attached to the portal which is then filled in and emailed off to be approved.

* Families are given many opportunities to come in and share their skills within the centre as asked in the child profile forms. We have had parents come in to discuss jobs such as doctors, dentists & nurses.

*A community advertising wall is displayed at the entrance to support local businesses and families are encouraged to promote their own business.

*Local primary schools visit frequently to share information about their school and events.

*We have liaised with '123 Read2Me' and we have a book donation bin where families & the local community donate their children's books.

*WHCC participates in the Leukaemia foundation fundraiser and the children donate a gold coin for Crazy Hair Day.

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	Our enrolment process begins with a tour of the centre through which we share information about how we operate, our philosophy and governance. We encourage families to be apart of the orientation process because we understand that this might look different for each family. Families are provided with easy-to-read information about how the service operates and what we provide in our family handbook. Family handbooks are sent out with every tour to ensure the information provided can be reviewed and understood. When bilingual families arrive at the centre, we look for ways to make their time here as welcoming as possible. This may include, having a same language speaking educator to provide information or accessing interpretation services. From the beginning, we want families to feel supported and we value their suggestions and information they provide about their child. We view families as partners in their child's learning and development and collaborate with them to set goals. We encourage families to become involved in a way best suits their commitments and availability. Events such as, Mother's Day, Father's Day, Grandparents Day, Graduation and End of year celebration are announced early on to provide enough time for families to assist in their future planning. Families really appreciate these opportunities and this is evident in their attendance and the following feedback given. Families are also encouraged to come into the centre and share their special skills and occupations with the children. In the past, we have had parents who are dentist, nurses & police coming to the service to discuss their occupations.
2. Practice is informed by critical reflection	We reflect on ways we engage and support families during staff meetings and via small group meetings with the centre director. We also role model what respectful conversations look like when engaging families. The information gathered at enrolment and orientation is shared with all relevant staff and is displayed in the rooms as needed. Staff regularly reflect during their room meetings while the children are sleeping to best use this information to ensure the child's needs are met. During one of the meetings, we were discussing on how to best support new families in the baby room who are first time parents as this can be a challenging time. The baby room leader brought up that sometimes parents call after picking up their child to check their daily information (sleep times, meals, bottles) therefore we decided to trial posting each child's daily information on their seesaw profile. This also gives parents the opportunity to make any comments or have a conversation about their child's routine when time persists. We received some really good feedback on how convenient it is for families and makes pick up time easier and quicker.

3. Practice is shaped by meaningful engagement with families, and/or community	Families have commented on how staff greet and acknowledge during drop off and pick up and how this makes them feel welcome and comfortable. When families need extra support with their child's development, for example, speech therapy, behaviour management, inclusion support or to consult a paediatrician, we are able to provide information and connect them to right service. Upon request, we use our observations and professional knowledge to write some information about their child for families to share with health professionals. Parents views and parenting roles are respected and always taken into consideration in our shared decision making about their child's learning and well-being. Together we discuss their child's routine at home and what we can do to help them transition into the service using the information from the families and the home environment. For example: Following the families home routine in the baby room such as sleep and feeding times.

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	We regularly invite local organisations to come into our service to extend children's learning and wellbeing and helped them connect with the local community. For example: - Henny Penny Chicken Hatching - Animals on the Move - Local Librarian - Yoga - Happy Feet Fitness - Didgeridoo Australia - Responsible Pet Ownership

	- Animals Galore (Reptiles) - AFL Victoria Inclusion support officers such as speech therapist, occupational therapist work in partnership with the families and educators to support full access and participation of the children. These support workers come into the service to collaborate with the educators and share effective strategies to help children reach their full potential.
2. Practice is informed by critical reflection	During one of our leadership meetings, we discussed how to best support children when transitioning to school. Upon reflection we agreed that it would be a good idea to allocate some of our SRF funding to further develop our knowledge on how to best support children at a crucial time. We have booked, 'Behavioural and emotional skills for school transition program' for our Kinder 4 teacher to attend in term 3 this year. We have a discussion with the families about their child's development and if and when they are ready to progress to the next room with some orientation before doing so. We offer children many opportunities to spend time in those rooms to familiarise themselves with the setting, practices and expectations before they make the full transition. Educators also share knowledge and strategies with one another to support both the child, educators and families to make a smooth transition.
3. Practice is shaped by meaningful engagement with families, and/or community	The service has been established in the local community for over 10 years and this has helped us develop and sustain partnerships with the local community. For example, we have established strong connections with the local schools the children attend when they leave. This includes children attending open days, information nights, teachers and principal visiting the service to share and gather information. We have an ongoing partnership with the local Monash library and they visit our service quarterly. Librarian spends time in our rooms and does story time & singing with the children and provides information literary activities such as puppet shows & mums and bubs story time. We also liaise with our Local shopping centre Brandon Park Shopping Centre to advertise community events such as Children's holiday activities, Mother's Day special events which is placed on our advertising board and communicated through email. Local businesses are encouraged to be advertised on our advertising board. Our advertising board is found at the entrance of the service and feels that it's a great for families to support each other.

Key Improvements Sought for QA6

Standard/Element	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.
Identified Issue	While families are encouraged to share their perspectives, not all families feel like their input is actively incorporated in the plan for their child's learning.

Standard/Element	Element 6.2.3 – The service builds relationships and engages with its community.
Identified Issue	The centre needs to broaden their commitment to the local area and liaise more frequently with the local community.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
6.1.2	Families are included in the decision making of their child's learning and wellbeing.	M	Improve consultation opportunities. For example, family meetings, informal conversations and child profiles are returned with important information.	Families will feel their child's learning is being extended and their input is visible.	Ongoing	February – Fortnightly plans are shared on Seesaw for families to view and add any extended learning. Ongoing – Meetings are encouraged if families or educators have any concerns to ensure all children's needs are being met.

						July – Summative assessments were sent out to families in Kinder 4 to let families know how their children are progressing and identify any other priority areas. September – Children have been sharing their family and cultural recipes. Some of our children had a mid year holiday and discussed different cultural foods they experiences. These recipes were incorporated in programs through cooking experiences.
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6.2.3	Our service will have active relationships with local organisations	M	We will source more local organisations where we can have them join us here.	We will have more active relationships with local organisations.	Ongoing	June/July 2025 - Ongoing partnership with St. Justin's primary school. Primary school children coming to introduce themselves and read to the kinder children as part of school transition program. March & September – Smile 4 Kids dental incursion came out and checked the children's teeth. We had a follow up check up in September and the children were more confident with the dentists. July - Henning Gerlt introduced children to aboriginal art and all the children created their own boomerangs which they took home. They also learnt about aboriginal people and culture.
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						Animals on the move – Mother's Day incursion. Animals of Oz – Fathers Day incursion. For both of these events, we had a great turnout and most of our families were able to come celebrate these special days with their children.
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Quality Area 7: Leadership and Service Management

Quality Improvement Plan for QA7 Summary of Strengths

<u>Strengths</u>	*The centre employs a centre director that has control over the service at all times. The centre director regularly liaises with the centre owner and other centre directors during management meetings. Through these meetings, the management team discuss the current governance arrangements and work out ways to improve on these services. *The centre also employs a 2IC and an educational leader so there are other leaders available to speak to and learn from. *The educational leader leads the development and implementation of an effective educational program to ensure that children's learning and development are guided by the learning outcomes of the EYLF. The educational leader is supported with adequate time for planning, liaising with mentoring other staff and given sufficient time to undertake further professional development. *Education Leader also attended the educational leaders conference by the Victorian Government to enhance their professional development and connect with colleagues.
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*Centre director and educational leader attended the Inner East Monash Early Years Learning Network that is held quarterly. This provides the opportunity to liaise with local kindergarten improvement advisors and other local services to discuss best practice, share ideas and gain information on future industry changes.

*We have a strong management structure and have put practices in place to ensure that day-to-day management can run smoothly if centre director is absent. 2IC is able to support centre director with decision making and daily operations within the service.

*We engage in continuous improvement throughout the year by group discussion during staff meetings, family and staff discussions.

*Staff meetings are used to create a shared understanding of the principles that guide the service and encourage staff to engage in continuous improvement in practice and policy procedures.

*The centre employs approximately 30 staff members whom work on a full time, part time or casual basis. The centre utilises a list of regular relief staff to cover for staff absences due to illness or leave. The centre director informs families of staff changes as soon as practical through notices, signs, emails and/or newsletters. The centre has a staff photo display in the foyer showing information on all staff members including their qualifications, the room they work in, and how long they have been at the centre.

*The centre director checks the details of all new staff members upon induction. A fit and proper assessment is conducted and the document is stored in the staff details folder.

*The centre has a current philosophy statement that is reviewed at least annually. The philosophy is displayed in the parent information area of the foyer and is stored in the foyer policy folder. The centre philosophy is developed with staff and family input. A child care software program (QikKids) is used to keep track of family accounts. A variety of forms are available to families which inform the centre on holidays, withdrawals, enrolments, day reductions etc., and provide opportunities for feedback and comments.

*The centre follows a continuous quality improvement plan that is regularly reviewed and improved on. The self-assessment is based on the standards and elements of the national quality framework. The quality improvement plan is continuously worked on throughout the year and is regularly evaluated. The evaluation is done through meetings with leadership and progress notes are written as needed.

*The centre keeps all records required underneath the children's services regulations. The most recent records are filed in a filing cabinet in the centre office. Current and previous families have access to their documents when required.

*The centre abides by many policies and procedures regarding administration. A comprehensive enrolment pack is handed out/and or emailed during a centre tour. All of the information given to families will provide staff with an insight into families. The centre director works 5 days per week, so is available to help families with administration enquiries, questions or concerns.

*The centre operator informs the regulatory authorities of relevant changes to the service with adequate notice. Serious

incidents are appropriately documented and the Department of Education and Training is notified as soon as practical. All paperwork required to be sent to the DET is completed in a timely manner.

*Practices and procedures are based on documented policies and procedures. The centre policy folder is located in the foyer and is available for all families to peruse. Policies and procedures are reviewed annually and amended if necessary. Families and staff are encouraged to provide input through policy reviews.

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	Our philosophy includes the following areas and these guiding principles underpin the decisions, policies and day-to-day practices of the service: - High Quality Relationships - Play Based Learning environment - Nurturing Independence and growth - Family Inclusive Environment During staff induction, responsibilities and expectations are communicated with their contract which specifies their roles and responsibilities for their position. These are also reviewed at their 3-month probation period as well as during their yearly performance appraisals. Educators use their understanding of the following to guide their practice: - National Law and Regulations

	- National Quality Standards - EYLF - ECA Code of Ethics - VIT Code of Conduct - WHCC Code of Conduct - Philosophy
2. Practice is informed by critical reflection	Our philosophy is displayed in the foyer and is reviewed at our staff meetings to ensure all educators are involved and have a shared understanding. At staff meetings and team meetings, we critically reflect on our philosophy to ensure that it meets the priorities, context and practice of the service. After one of these yearly reflections, we realised that we highly believe in play-based learning and that it is a big part of our centre, however it was not included in our service philosophy. The leadership team along with staff collaborated together and came to the agreement to add it to our service philosophy.
3. Practice is shaped by meaningful engagement with families, and/or community	We maintain confidentiality with information provided to us by families and educators. All sensitive information is stored in the office and can be locked in the cabinet if needed. This builds families trust and confidence in the way we handle and manage records and they are able to speak to us freely about any private information. We have an effective management system which allows us to smoothly operate the service which is evident to our families through our day-to-day service. Our 2IC regularly spends time in the office and is confident in the day-to-day operations and is able to fill in when the centre director is absent. The nominated responsible person is displayed and updated when needed and a log book is recorded. Our foyer displays our educators including Centre Director, 2IC, educational leader and sustainability team which is a great way to familiarise families with the management system in place.

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes

1. Practice is embedded in service operations	We promote a positive work culture where each member can communicate and raise any issues openly, engage in respectful conversations and contribute to ongoing professional learning. Our practice is guided by critical reflection and is especially reflected in the way we self-assess through our Quality Improvement Plan. We use the reflective questions from the guide to the National Quality Standard Assessment and Rating process to identify strengths and areas of improvement. Performance appraisals are conducted yearly and gives educators the opportunity to reflect on their performance and identify any professional learning goals to help them further their knowledge. Together with the Centre director, these goals are discussed and educators are supported to undertake any further professional learning. This can be done through PD's or professional conversations with the educational leader to mentor them to achieve their goals. In addition, centre director also undertakes a yearly performance appraisal which is conducted with the approved provider.
2. Practice is informed by critical reflection	One of the guiding principles in our philosophy is embedding indigenous perspectives in our practice, however in discussion with the educational leader and room leaders, we identified that there are ways to include more professional development within this area. Educational leader was giving additional non-contact time to research and find any suitable professional development. The educational leader suggested that educators undertake online learning modules on Respect, Relationships and Reconciliation website. These learning modules explore strategies for understanding and respecting aboriginal and Torres Strait Islander people and promote reconciliation between indigenous and non-indigenous Australians. Educators were given non-contact time to undertake these modules and discuss implantation of these practices with the other staff.
3. Practice is shaped by meaningful engagement with families, and/or community	Educational leader and centre director regularly attend the Monash Council Inner East network meetings. This builds and maintains community partnerships and strengthens professional learning while improving the overall quality of the service and enhances best outcomes for children, families and educators. Our QIP is displayed in the foyer and is an ongoing working document where educators, families and children are encouraged to contribute and participate. Feedback we receive from families are taken into consideration, added to the QIP and if there are any areas of improvement highlighted, discussions are held to identify ways to improve practice.

Key Improvements Sought for QA7

Standard/Element	Element 7.1.1 A statement of philosophy guides all aspects of the service operations.
Identified Issue	The philosophy needs more input from staff and families

Standard/Element	Element 7.2.2 – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Identified Issue	Educational leader planning is inconsistent which makes it challenging to fully support educators with their planning cycle.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
7.1.1	Staff and families are active participants in the philosophy development.	H	Measures will be taken to include staff and family input in the philosophy development and their voices will be heard.	Staff and families will feel a sense of belonging as their voices will be heard and their input will be included.	December 2025/January 2026	

7.2.2	Educational Leader is given more regular consistent hours to ensure all planning is up to date and all educators are supported.	M	Recruit more educators to ensure we can cover sick leave and annual leave to ensure regularly non-contact time.	Staff are reviewing their performance goals and are supported with their continuous professional development.	Mid-Year	March – Staff have been employed to cover non-contact time. We have enough casual staff to cover sick and annual leave. Room leaders have been having 4 hours of planning a week and assistant have also been having some non-contact time to complete observations. July – Monthly reflective questions are shared with the room leaders to address key issues. Educational leader uses time to interact with room leaders in their rooms to assess their programming and

						teaching practices.
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