

SELF ASSESSMENT & QUALITY IMPROVEMENT PLAN

Keiki Edgewater

CURRENT AS OF October 2022



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Service details

Service name		Service approval number	
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Sue Carr			
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Educational leaders			
Names	Rhubie Mouritzen and Tara Gillies		
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Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	6am	6am	6am	6am	6am		
Closing time	6pm	6pm	6pm	6pm	6pm		

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.	We have parking that is public – shared with other businesses in the complex. It is 1-hour max parking near Keiki. If needing to park for more than 1 hour there is 4-hour parking available at the other end of the shopping complex (behind the Coles Service Station). Keiki staff park in this vicinity facing Joondalup Drive.
How are the children grouped at your service?	The children are grouped into 5 rooms: Joeys approx. 3months – 12 months, Koalas approx. 12months – 2 years, Possums approx. 2 years – 2.6 years, Kookaburras approx. 2.6 years – 3.6 years, Kangaroos 3.6 years – 5 years These age groupings are approximate as it is based on the needs of the child not just age. The Joeys and Koalas have separate rooms and gardens but often combine and share. Possums have their room and garden; Kookaburras and Kangaroos have their rooms and share a garden area. They also have an adventure indoor playground that they have access to and can choose to have it open or closed. All the service can access this area if wanted.
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)	Sue Carr Coordinator

Service statement of philosophy

Our Philosophy

Our philosophy is our commitment to providing high quality care, drawing on The Rights of the Child, the National Quality Framework, and a range of theorists. These include the Reggio Emilia approach to child-led learning, John Bowlby's study of early attachment and Uri Bronfenbrenner's theory that a child's environment influences their growth and development. Our family owned services share three core values: Our Community (staff, children, families and the wider community), The Whole Child (meeting the holistic needs of every child) and Earth to Sky (being aware of our environmental footprint and living a sustainable life).

Our Community

Our relationships with children and families are strengthened as we consistently explore and develop a deeper understanding of the diversity and culture of families and the broader community. We respectfully acknowledge and share our knowledge of the Noongar people as the first traditional custodians of this land on which we teach. We believe the quality of each child's environment influences how they grow and develop and acknowledge families as children's first and most influential educators. We provide ongoing, high quality professional development for our teams to ensure each Educator has a deep understanding of the holistic needs of each child and can reach their full potential. We respect and welcome all contributions from children, families, and community members to our shared space of play and learning. By creating an inclusive environment our curriculum is enriched and each child's sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.

The Whole Child

We believe every child is born full of potential with an innate desire to learn and explore their world. Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness, and develop meaningful, positive relationships with others. We understand that every child learns at their own pace, so we facilitate children to direct their own learning experience with a focus on their interests and needs. We follow the individual 'meander' of each child's learning journey, observing and sharing the joys of wonder and discovery. We believe the emotional needs of every child must be met first to enable them to participate, play and learn. Each child's growing competence and confidence is supported in many ways, from the provision of healthy nutritious meals to flexible play spaces for physical activity.

Earth to Sky

Following in the steps of the Noongar people we empower children to develop a true appreciation and love of the natural environment and its relationship to their world. Free flow plays and learning environments provide children with open access to beautiful outdoor garden areas and natural play resources. We encourage children to love and appreciate their world by being part of the environment and connecting with nature in their own way. Our role is to encourage children's wonder and investigation of nature, modelling protection and care of the environment through conversations, projects and taking real action. As we model practices of sustainability, care, and love for the environment we share important values which children and families will take with them long after they leave our care.

EDGEWATER VISION STATEMENT

At Keiki Edgewater we recognise that our families come together from many suburbs and locations. We aim to create a sense of community through inclusiveness and authentic connections with the people around us and the wider community, embedding family cultures through respectful relationships.

Keiki Early Learning Edgewater has a program and environment catered to each child's uniqueness, the all-weather adventure playground and secure open-air gardens contributes to their learning and development. Children are guided to care for the environment around them and connect with and appreciate the natural world.

Quality Area 1 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.168	Offence relating to required programs	1.1.1 1.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.73	Educational program	1.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.75	Information about educational program to be kept available	1.3.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.76	Information about educational program to be given to parents	1.3.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.274A NSW	Programs for children over preschool age	1.3.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 1 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.289A NT	Programs for children over preschool age	1.3.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.298A Queensland	Programs for children over preschool age	1.3.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 1: Educational program and practice

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Approved learning framework	1.1.1 Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Educators at Keiki Edgewater use a range of ways to gather data. For example, during engagements with children or while supervising, educators will observe children's play visually making mental notes, physical dictations/notes, running records, positive guidance records. They use Information and Communication Technology (ICT) such as digital photos and videos. We also rely heavily on parent contributions and conversations. At enrolment we send out a digital copy of the developmental milestones and ask the parents to complete them before orientation, this enables the educator to have an understanding of the child's development and a starting point for goal setting in collaboration with families.	☒	☐
		Educators reflect children's learning against the Developmental Milestones and the Learning Outcomes in the EYLF providing opportunities for children to obtain a sense of achievement in all aspects of learning. We do this in conjunction with the family's aspirations as to what they would like them to achieve while they attend our service.		
		Educators use Our Philosophy to guide their practice, for example "Earth to Sky" is evident as we human beings are hardwired to interact with nature – free flow shows our commitment to this. Providing free flow opportunities throughout the day allows children to have access where their wants and needs take them – this also facilitates our commitment to the "Whole Child" as we see them as competent and capable learners. Progressive meals and sleep routines mean that the children respond to their body cues and come ready to eat or sleep. It means that we are not interrupting the children's play and that transitions are a positive change in the day. This again allows for more meaningful engagements.		

			<p>We regularly communicate information about the learning outcomes for all children with their families. This is done via our Xplor app throughout the day with snapshots, photos and learning stories. Developmental learning journeys are also completed twice a year. These capture a journey of learning and is documented from beginning to end with educators following the children's lead and supporting each child to lead their own learning. Our stories incorporate the learning outcomes as learning tags and through the stories the language of the learning outcomes is used. We use language of the developmental milestones to explain where children's learning is at.</p> <p>We value face to face conversations with families and carer's at drop off and pick up times where we communicate what we have seen during the day and how they can use the Xplor app to read what their child has been engaged in, as well as how they can contribute to their learning by providing feedback and suggestions. We use floor books to explain our experiences and often have means of communication in our front reception area for families to engage with. We communicate via email, social media and Comms posts in Xplor.</p>		
Child-centred	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.	<p>We collect and use information about individual children's knowledge, strengths, ideas, culture, abilities, and interests to develop an understanding of each child and to inform our program. This is first gathered in the orientation process through written documentation. "Information for my Educators" and through verbal conversations. It is continued to be gathered through ongoing conversations, stories, and requested input from families. Verbal communication has proven our best means of feedback. These conversations are weaved into stories. They feed the program and at times set the program and theme of the day. At times family feedback is provided through email and comments on stories.</p> <p>We collect information about each child, their family, culture and community and use this information to plan our programs to promote children's learning, development and wellbeing. As soon as a child enrolls, we begin the process of collecting information regarding them and their family. We do this by conducting orientation sessions and collecting written data. On orientation we talk to families about their culture which is not only their ethnicity but also all those special ways of doing and being</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>that makes their family unique, as this is what we base their child's settling on. We gather information through forms called "Information for my educators" – which goes through routines and rituals, aspirations from families, interests at home, community events and other things the family may be involved in. We believe the need to be able to create/replicate a home away from home as best we can for each child. We ensure they have a great sense of belonging and secure relationships and then the children can feel safe and secure to go off and learn and develop further. We highlight this as learning and development. We plan for these moments to see them develop and grow.</p> <p>Our educational leader's mentor and support educators in decision-making, reviewing and discussing our program planning. The educational leaders sit alongside educators on many occasions supporting them to write learning stories in the moment. Our educational leaders spend time reading through the learning stories to provide feedback to the educators in a supportive role. They take the time to meet with educators individually to offer support and provide them with ways to extend their knowledge. This maybe through research or providing relevant webinars or fact sheets.</p> <p>Through discussions with educators and educational leaders we have recognised that the information on the program was being duplicated in a variety of ways, so we have now simplified the documentation to ensure that information is clear, and the cycle of planning is evident.</p> <p>We integrate children's emerging ideas to support their participation in the program. We extend in the moment as much as possible but also record this information to use later and see if we can find common threads of big ideas/thinking for new group planning within each room. This is documented on the child trackers and discussed as a room when completing reflections.</p> <p>We observe children to identify their individual learning style, temperament and interests and use this information for further planning. We know that children learn in different ways just as adults do. Educators take time to get to know children and find the best way to interact with them. This means that they will change language (as in sentence</p>		
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			structure – smaller sentences etc), use visual aids including videos, pictures, and music if these are what that individual child responds best too. Our educators take time to learn words in children's languages to make connections with children and create plans for learning.		
Program learning opportunities	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's	<p>We organise our programs and routines to maximise opportunities for children's learning. Our program at Keiki Edgewater is led by the children. Children are given opportunities throughout the day to promote decision making and free flow enables the children to choose which environment they would like to play in. The educators provide a wide variety of experiences throughout the environments, based on observations of the children's interests.</p> <p>Our Philosophy underpins our program and practise for example "the whole child" as explained above each child is supported to lead their own learning. Children are provided opportunities to learn through enabling environments and continuous provisions. Children are given time to explore, and learning opportunities are recognised and documented. Families, including extended family and community are encouraged to be involved in their children's learning and family culture is embedded in their program.</p> <p>Transitioning parts of the day are also designed to maximise opportunities for learning. Children are encouraged to rest or sleep throughout the day, based on their needs and development. Children who sleep are provided with cots or beds and routines from home are accommodated as much as possible. Progressive meals allow children to have uninterrupted play, and the children can choose which sitting they would like for meal and snack time. Again, providing children with choice.</p> <p>Throughout the service children's voices are heard and listened to allowing children to be supported in self-help skills and encouraging independence.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			We involve children in a range of aspects of our program decision-making, contributing to the learning environment, assisting in everyday routines and transitions including but not limited to menu planning and food		

			<p>preparation. Examples are, putting their belongings away, gathering their belongings for sleeping and helping to make their beds, feeding themselves, changing the room set ups, dishing their own food and being involved in their care rituals. It means allowing children to follow their interests in their own time by providing non-compulsory experiences and having free flow between inside and outside throughout the day.</p> <p>It is our expectation that we view each child as competent and capable and use patience to support them to be autonomous. Children can decide on experiences, resources and how they are used. They opt in and out of provocations and set ups provided.</p> <p>Children are encouraged and respected to be a part of their care rituals, including dressing, and undressing themselves – learning life skills and supporting children in understanding the rights over their own bodies</p> <p>Children are encouraged and respected to join in caring for our environment from cleaning tables to sweeping up outside – we provide a range of materials to facilitate this. They often take the lead in this, and you will find this is their main form of play/learning.</p>		
			<p>We reflect upon and make necessary changes to our transitions and routines to support individual children's preferences and requirements. The transition process between rooms is embedded but flexible, allowing children to have short visits to familiarise themselves with a new environment and new rituals. It is based on children's individual needs and is always done through a collaborative approach between the child's key educators and the room leaders, the child, and their family.</p> <p>Recent examples of basing transitions on children's needs, is a child visiting his new room, was having so much fun that he did not want to return to his home room. We discussed this with his family, and they were happy for him to not do any more transition visits and be transitioned immediately. He was so happy!</p> <p>A transition that went the other way was a child that was quite upset on his transition visits. After discussions with his family, they mentioned that they felt that her child was not ready to move as they were now refusing to</p>		

			<p>come to day care. So, for now, he will stay in the room where he is comfortable. It tells us he is not emotionally ready to move and that's perfectly okay.</p> <p>We have also moved a group of 3 children together who were all very close friends – as this was their need and they were all 'ready.' We always just go with what we are seeing. We often do "play dates" when we see children are getting 'of age' or we feel they might be ready to move. They go with a group of children and an educator for a 'play', and we see how they engage in the environment, with the other children and educators. We can then make informed decisions on if the child is ready to transition or not.</p> <p>We implement strategies to minimise times during which children are expected to wait for long periods without engaging in play or interactions. Our service is free flow which creates a rich environment to meet all children's deep need to learn about the world through their own exploration in their own time.</p> <p>Our educators remain present and available always scanning to make sure a child if alone that they are okay. At Keiki Edgewater we believe true play only comes from when a child is feeling happy, safe, and secure; when they know they have control and can steer their own play instincts.</p> <p>Experiences are set in preparation of the children coming in each morning and are reset throughout the day. This is to provide a wide choice of activities for children to engage in, in their own way –we have rituals in place to best meet the needs of the children however routines are flexible. The children can freely express their thoughts and ideas along with exploring and growing their social competence through meaningful interactions with a range of children.</p> <p>Our Educational Program and Curriculum policy outlines and guides educator's practices to ensure we are maximising opportunities for learning.</p> <p>As outlined in the policy, we ensure we are maximising children's opportunities for learning by supporting them in participating</p>		
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			<p>collaboratively in events and experiences and having opportunities to contribute to decisions. Children have opportunities to revisit and discuss their learning during the day and again on other days as display of photos, room set up and experiences are reset for further engagement.</p> <p>Children have been given choices during our ritual, routines, and transition times – supporting our Philosophy of free flow, The Rights of the Child in having choice and seeing the needs of everyone in that moment.</p> <p>Children are encouraged to be directing and initiating learning experiences – showcasing agency and choice. Children are engaged in a range of play experiences throughout the day including having opportunities to extend their interests, experiences, and activities, such as being able to continue working on a construction or artwork.</p> <p>Educators use all aspects of the program to undertake intentional teaching and support child-directed learning – extending in the moment as much as possible while the learning is fresh, current and the child is engaged. This shows how our educators are making decisions based on best learning outcomes for children rather than convenience of waiting until the day or week by “putting it on the planner for next time” when the learning moment could be lost.</p>		
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Standard 1.2: Educators facilitate and extend each child's learning and development.

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Intentional teaching	1.2.1	<p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>We utilise team meeting opportunities to discuss intentional teaching strategies. During our meetings we take time to discuss the curriculum, curriculum events, our Self-Assessment folders, family concerns, rhythms of the day and moving into our separate rooms to discuss individual room needs. The educational leaders or coordinator will comment on what upcoming events are happening and what possible plans we could be implementing.</p> <p>The educational leaders or coordinator send through information on the Facebook group page of ideas and articles of examples of intentional teaching opportunities and ideas. The educational leaders review events planners created by individual rooms, providing feedback and support. The educational leaders established that there was a gap in educators' training and knowledge around intentional teaching strategies and as such, is mentoring educators to support their ability to recognise these opportunities as a way of extending children's learning experiences throughout the service. This is done by one-on-one training, web tutorials and fact sheets.</p> <p>We provide many opportunities for team building during our team meetings to encourage clear communication between each team member or room. We feel this enhances the quality of the information shared about children, ensuring their unique needs are being met, especially those children who may need additional support.</p> <p>We regularly observe children's learning and development to monitor children's learning, wellbeing, and engagement. This information is then used to further plan for each child's needs.</p> <p>Each educator has their own focus group of children. They observe and make plans for those children, watching how they are engaging, learning, and growing. At Keiki Edgewater, educators have well established</p>	☒	☐

			<p>relationships with the children. They ensure the child's wellbeing, and sense of belonging is always being met so that the child is feeling safe and secure to go off and engage in play.</p> <p>Changes in our practices are implemented to support any child requiring additional assistance and are adapted and sustained over time to benefit the learning of other children and build respect for diversity. As already established children learn in a range of ways.</p> <p>At Keiki Edgewater we adapt our program, practices, and ways of teaching to facilitate the needs of the individual. We work alongside community input such as Autism AU and Inclusion Support who provide us with strategies and resources.</p> <p>We use PECS within the service for all children so that it is an inclusive practice not singling a child out which to us would be an exclusive practice. We tailor or change practices for children in the way we know they respond best – tailoring to their personalities.</p> <p>We provide programs and environments that are inclusive of time, space and learning experiences that facilitate thoughtful and challenging conversations with children.</p> <p>Our environments are set up with free flow play which is about encouraging children to utilise different spaces to find the learning style which suits them best and in their own time. Children are given the space and time to experiment, innovate and assess the properties of the objects around them. By doing this it's hoped that the children will use free play to find areas of interest from which to build learning. To aid this process, all our free flow areas will put an emphasis on child-led play and keep adult interaction to the level where they are merely prompting children should they get stuck. Educators engage with children through robust inquiry-based conversations – using open-ended questions.</p> <p>We use a variety of intentional teaching strategies to extend children's play, including spontaneous experiences. Educators use a weekly planner to plan experiences. They extend children's thinking through provocations and invitations to play. Educators do their best to extend in the moment of spontaneous play experiences and then further if the</p>		
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			thinking is relevant. This further extension would go on the weekly planner. Intentional teaching moments happen throughout the program, where an educator recognises a gap in the child's development and intentionally plans for further learning.		
Responsive teaching and scaffolding	1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.	We provide learning environments that are flexible and open-ended with appropriate levels of challenge, where children are encouraged to explore, experiment and take appropriate risks in their learning. Each of the environments are free flow into their own gardens however all the rooms will also collaborate and use each other's gardens, playgrounds, rooms, the adventure playground, sensory rooms and environments to provide different challenges, risk taking opportunities and allow for different exploration learning to take place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			We make use of spontaneous teachable moments to extend children's learning. Spontaneous learning is happening all the time. From the moment children walk into the service we believe they are learning. As they hang up their bags for the first time – we highlight this as a spontaneous learning moment and use it to extend on for other autonomous learning opportunities.		
			When in the garden children are engaged and we, as educators, make ourselves available ready to extend learning – making sure we don't take over, interrupt or change the learning or thinking that may be happening. We offer loose parts in the moment by listening to the play and moving things closer. E.g., if children are throwing balls, we will find different types, sizes and shapes which allows for different opportunities to try velocity, and trial and error.		
			For our young children as they start to show interest in the stairs in the bathroom, we will extend on this by giving them the opportunity to climb up for nappy changes – similar but effective ways to highlight the extraordinary within the ordinary.		
			We observe children applying their learning in new ways or between different contexts and talk about this with them in ways that build their understanding. Children often bring in ideas of learning from home.		

<p>Child directed learning</p>	<p>1.2.3</p>	<p>Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>	<p>We arrange our play experiences, routines and physical environment so that children have a range of opportunities to make choices. Keiki's free flow environment is set with a range of provocations each day along with an amazing garden that allows for children to use their imagination to explore a range of different areas and opportunities. The educators have a flexible, free flow day where they communicate to different rooms, sharing environments and gardens. The children in the Toddler room often ask to go to the "big playground" or "bottom playground" – taking control and making their own choices in where they want to play.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>We regularly incorporate children's ideas and suggestions in planning and implementing experiences. Our program is based on children's ideas and thinking. Our room focus is based on the main thinking or big idea of the children which is where the planned experiences come from.</p>					
<p>For example, a donation of terracotta pots was given to the centre. The kindy children asked if they could paint the pots. Discussions were had as to what colour and – what next for the pots? After conversations between the children and the educators it was decided that cuttings from the garden would go into the newly painted pots so the pots would be more purposeful. Conversations about gardening led to Bunnings coming out to assist the children with creating an edible garden in the larger planter garden.</p>					
<p>Stories are read throughout the day on the children's request, music and songs put on whenever requested and sometimes you will find educators wearing the craziest of outfits... alongside the children at the suggestion from a child.</p>					
<p>We provide opportunities and support children to explore different identities and points of view through play and everyday experiences. We know children make sense of the world around them by exploring different roles and identities. We support this by providing clothing and resources to explore these.</p>					
<p>We use our reflections to make changes in practice to support each child's agency, for example, due to the growth in numbers in the kindy room, a reflection was completed to aid with the change in the children's rituals and needs. The educators decided as a team, to provide smaller</p>					

			<p>group activities using different areas of the centre. This gives the children an opportunity to choose if they would like to go to the library for story time, to the art studio or take part in a dance/exercise class among other opportunities.</p>		
			<p>At Keiki Edgewater we use a range of resources or ‘loose parts’ as we call them which are ordinary, everyday, open-ended materials that can be manipulated and used in various ways, moved, carried, shared, combined and taken apart in various configurations and design. Examples are pebbles and leaves, ribbons, packaging, ropes, pot plants, figurines, paper tubes, papers, blocks, and plastic pipes, to name a few.</p> <p>Loose parts promote a range of cognitively complex play, including physical play, dramatic play, games with rules and construction play, and extend children’s length of engagement in play, by injecting novelty into beautiful natural environments. They provoke creativity and imagination in terms of attributing objects with functions and meanings, such as turning a pipe into a telescope. This in turn underpins problem-solving and enables children to synthesise and apply knowledge as part of meaning-making and sense-making.</p> <p>We love to watch and see how loose parts allow children to develop their own ideas, their autonomy, and their self-esteem. We can see early numeracy skills through providing a context for sorting, separating objects, for mathematical skills such as counting, measuring, and sequencing, and for risk-taking skills and problem-solving. They provide a context for the development of both fine and gross motor skills.</p> <p>At Keiki Edgewater we highlight social and emotional competency as great skills needed for life and feel loose parts promote social interactions and conversations.</p> <p>Open-ended play with other children involves communication, negotiation, cooperation, leadership, and decision-making. This helps to develop language and vocabulary for new objects, experiences and play scenarios, and stimulates rich conversations – not to mention all that amazing storytelling. It makes our day which in turns makes our learning stories come to life.</p>		

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Assessment and planning cycle	1.3.1	<p>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.</p> <p>We observe and record information about what children know, can do and understand in ways that do not interrupt children's participation in their learning.</p> <p>Children's observations are documented through photos, videos, note taking and running records. Educators do their best to observe from a distance to not interrupt play. They know their children well and know who reacts to a camera being lifted and adapt their recording or documentation style to capture moments to avoid this.</p> <p>Educators often use their colleagues to help capture moments when engaging with children so that there is a record of the engagement without the educator involved interrupting the play with a camera or documentation device.</p> <p>Our educational program is based on program planning documentation. At Keiki Edgewater we document our planning on floor books which are displayed outside the rooms for parents to see in the mornings and afternoons. These are moved inside during the day for educators to contribute to and taken on programming if needed.</p> <p>Our educational leaders support educators to understand all steps of the planning cycle, when planning and implementing programs for each child either individually or as part of a group.</p> <p>Our educational leaders take time to sit with each educator on a regular basis to support their learning. Recently at a staff meeting we went through the learning planning cycle as a team step by step discussing it collaboratively. Examples of learning stories are often attached to emails and sent out to educators to help.</p>	☒	☐

			<p>Educators are confident to speak to the educational leaders when they need help, to extend learning or when completing learning stories. The educational leaders will make time to sit with the educators and support them with recognising and meeting the cycle of planning.</p> <p>The information collected about each child is collected on orientation and completed by the family. The information is documented on a form that is called Information for my Educators. It can be accessed by children and shared easily with families and is appropriate to the age of the child and the time the child attends our service.</p> <p>Learning stories are provided on Xplor which is easily accessible by families throughout any given day. We can support children to see themselves in the photos and stories and we engage the children by reading through the learning story or snapshot with them. There are photos of children engaging in play opportunities and recent experiences for revisiting.</p> <p>We analyse each child's learning and development and use the EYLF learning outcomes and developmental milestones when documenting learning and to assist in planning for each child. We use the information documented in the program to families, so that they are aware of the learning opportunities and experiences that have been offered to their children.</p> <p>Each learning story is supported by the learning outcomes from the EYLF. The wording from the learning outcomes is often used within the stories as well as to analysis of learning. We look to the outcomes to guide and support us to where we want to plan and extend a child's development.</p> <p>Our planned experiences are linked into the EYLF which is displayed in the floor books with write ups and photos for families to see – along with the developmental milestones. Each day we complete a journal for our families letting them know what our program has offered for their child which includes photos of experiences and links to the EYLF.</p>		
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Critical reflection	1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<p>We reflect on our Strategic Inclusion Plan and adaptations made to reduce barriers to participation.</p> <p>As discussed previously, children learn in different ways and their learning abilities change all the time. Our strategic inclusion plans are always reflected on as we adapt to the needs of the children and where their learning is at; along with where their current thinking is.</p> <p>We reflect on all aspects of our program, including transitions, routines, environments, programs. This information is used to inform any required improvements or changes.</p> <p>We are continuously reflecting on our program and practise, and we complete a critical reflection for each room, The teams celebrate outcomes and achievements met and reflect on challenges that they have faced. Educators are encouraged to be solution focused and work together to identify and manage barriers and set goals for the coming weeks.</p> <p>Educators also complete program reflections, this encourages educators to reflect on how environments support children's learning, how our philosophy underpins our practise and how children are provided with choices. It also identifies areas not completed on the program or goals that haven't been met.</p> <p>Our educational leaders promote a culture of professional enquiry and support educators to review and generate practices and outcomes for children.</p> <p>Educational leaders meet with educators individually on a monthly basis, to discuss their program and provide support with scaffolding learning. The coordinator meets with each educator quarterly to support them with professional development needs.</p> <p>Our educational leaders provide a folder in the programming room that has lots of research articles available for educators to review and reflect on their practice. Through the appraisal process educators are</p>	☒	☐
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			<p>encouraged to create their own enquiry-based research on a topic that they are passionate about.</p> <p>Educators critically reflect about how they will use the data collected from children and families to implement play-based activities. Educators, through reflection and robust discussions learn the uniqueness of each child and how best to support their developmental and learning needs. We plan further to support the children's learning based on the children's interest that have been identified through observation and critical reflections.</p>		
Information for families	1.3.3	Families are informed about the program and their child's progress.	<p>Our documentation strategies are a result of families input about how they would like to receive information about their child's progress.</p> <p>Our families are provided updates throughout the day with snapshots. Parents have expressed that they love seeing photos – we have often reflected that even though we may feel they are meaningless to the "program" they are "warm fuzzies" to the parents which gives them a sense of reassurance that their children are settled and happy. Especially when a child is upset at drop off to be able to send a snapshot soon after of their child laughing and doing a puzzle is such a relief.</p> <p>At times we have had to adjust our documentation from a digital strategy to a paper strategy to meet individual family's needs or requests.</p> <p>One family asked us to write down all the daily events and care routines for their child as they preferred hand-written information rather than digital notes as they were more meaningful for them. We recognised and acknowledged that this was the parent/family need, and we were happy to accommodate this to allow them to feel their child and their opinion was valued and respected.</p> <p>Information about each child's developmental needs, interests, experiences, participation, and progress are shared with families. Learning opportunities and choices for children are shared with families in a number of ways, one of these is a shared platform via Xplor a group posts for daily journals.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>Snapshots are shared daily or weekly. Learning stories are shared and extended on throughout the learning cycle for individual children. The curriculum floor books are available for families to see. Mid-Year and End of Year Learning Journey's go out to every family to provide updates on progress of the children's individual goals and milestones. Daily conversations are given at pick up and drop off. We also encourage our families to come in and see us if they want too.</p> <p>Families upload "moments" to us on Xplor which we can see and incorporate in our program. We have parent evenings and events which are a perfect opportunity to engage in conversations with families. We use phone conversations or offer any digital means of contact needed – at orientation we explain it is always an open-door policy.</p> <p>Our planning and reflections about the experiences and learning that has occurred are available and accessible to families outside each room. When the plan is being worked on a sign is put out to let families know. The educators reflect regularly on the program and their practise, analyse of learning and reflections are shared with families, in learning stories and snap shots on a regular basis.</p> <p>We identify and address any barriers to involve families in their child's learning. We encourage the families to have an active role in their children's learning however this can sometimes be difficult as parents are busy, and some parents work away from home.</p> <p>By building strong relationships with families, educators can create a sense of belonging with families and general daily conversations can be documented and used as a foundation to a child's learning. The Xplor app can be used from anywhere so gives traveling parents or families living overseas the opportunity to keep up to date in the children's experiences at the centre and their learning.</p>		
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Key improvements sought for Quality Area 1

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.51(1)(a)	Conditions on service approval (safety, health, and wellbeing of children)	2.1.1, 2.1.2 2.1.3, 2.2.1 2.2.2, 2.2.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.165	Offence to inadequately supervise children	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.166	Offence to use inappropriate discipline	2.1.1 2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.167	Offence relating to protection of children from harm and hazards	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.170	Offence relating to unauthorised persons on education and care service premises	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.77	Health, hygiene and safe food practices	2.1.2	<input checked="" type="checkbox"/> Compliant	

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.78	Food and beverages	2.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.79	Service providing food and beverages	2.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.80	Weekly menu	2.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.81	Sleep and rest	2.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.82	Tobacco, drug and alcohol-free environment	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.84	Awareness of child protection law	2.2.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.85	Incident, injury, trauma and illness policies and procedures	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.86	Notification to parents of incident, injury, trauma and illness	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.87	Incident, injury, trauma and illness record	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.88	Infectious diseases	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.89	First aid kits	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.90	Medical conditions policy	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.91	Medical conditions policy to be provided to parents	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.82	Tobacco, drug and alcohol-free environment	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> N/A	
R.83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.84	Awareness of child protection law	2.2.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.85	Incident, injury, trauma and illness policies and procedures	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.86	Notification to parents of incident, injury, trauma and illness	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.87	Incident, injury, trauma and illness record	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.88	Infectious diseases	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.89	First aid kits	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.90	Medical conditions policy	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.91	Medical conditions policy to be provided to parents	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.92	Medication record	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.93	Administration of medication	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.95	Procedure for administration of medication	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.96	Self-administration of medication	2.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.97	Emergency and evacuation procedures	2.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 2 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> N/A	
R.98	Telephone or other communication equipment	2.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.99	Children leaving the education and care premises	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.100	Risk assessment must be conducted before excursion	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.101	Conduct of risk assessment for excursion	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.102	Authorisation for excursions	2.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 2 – Children’s health and safety

Standard 2.1: Every child’s health and wellbeing is safeguarded and promoted.

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Wellbeing and comfort	2.1.1 Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Our approach to addressing individual clothing needs and preferences is shared with families. We respect children’s and families’ individual clothing needs and preferences and where necessary reach an agreement with families while considering the requirements for children’s health and safety. For example, we have a child in the Pre-Kindy room who upon returning from an overseas holiday now wears a religious cultural bead necklace that our policy states may be a choking hazard when a child sleeps. The father has documented his wishes for the beaded necklace to stay on his child’s neck whilst he sleeps. He is fully aware of the risks but due to his religious culture he wishes the beaded necklace to stay on. As a centre we respect the families wishes, a risk assessment has been completed and all staff are aware of the risks and monitor the child during sleep time.	☒	☐
		Some of our families are using cloth nappies. We embrace this decision – especially as it supports our sustainable philosophy of recycle and reuse. There is a procedure in place for the storage of soiled nappies, to ensure that they are stored in a hygienic manner, out of the reach of children.		
		Our sleep and rest practices are consistent with current views about children’s health, safety and welfare and meet children’s individual needs. Our approach to sleep and rest is shared with families upon enrolment. Our sleep policy is based on the recommendations from Red Nose. This is explained at enrolment. It is part of the parent handbook and is gone through at orientation.		

			<p>We will support individual sleep and rest needs of the children but ensure we follow the recommended safe sleeping guidelines, Any requests from families that are outside of these guidelines, are discussed in a respectful manner and a mutually agreed solution is found which ensures we adhere to these guidelines. For example; we have a child that will only sleep in complete silence, the family have asked if we can remove her child from the group and into the sensory room, where it is dark and quiet. After discussion with the family regarding the risk of a child being alone in a closed room, an agreement was made that an educator would stay with her until she fell asleep and then the door of the sensory room that led into the main room would be left open. The child is checked more regularly than our prescribed 10 sleep checks to ensure her safety.</p> <p>We often ask staff to reflect on our policy and these recommendations as the sleep requirements are different to the infants in cots, than those on stretchers.</p> <p>Educators in the early aged rooms are given time to complete online training from Red Nose Australia. The training is evidence based and give recommendations for safe sleeping and settling.</p>		
			<p>Children's needs for privacy during toileting and/or dressing and undressing times are always respected and facilitated. We implement relaxed, positive nappy-changing and toileting routines that are adapted to meet individual routines. Families are provided with daily information about their child's nappy change/toileting patterns.</p> <p>Each of our toilets are separate cubicles with doors for privacy. We use respectful practices when it comes to children's toileting and changing rituals where educators asked for permission before initiating any ritual. As a part of our key educating process these rituals are completed by familiar educators ensuring that children feel safe and secure. All educators provide a feeling of comfort and support for the children's individual needs.</p> <p>We allow children to have agency in these moments supporting it as a learning opportunity.</p>		

			<p>We provide a range of active and restful experiences throughout our program to support children's preferences for participation. Throughout our free flow program, we allow spaces and places for children to follow their body cues.</p> <p>There are always quiet areas for children to rest if needed. Educators know their children's cues and address these if they are tired or see they need extra active engagements.</p> <p>We have a set of twins that often need extra robust, risk-taking opportunities in their days. The parents own a gym and are very active people, so the educators facilitate the twins physically active play throughout the day - allowing them to rest later than their peers to meet their individual needs.</p> <p>In the Kindy we have some children that still need a rest, and some don't so they have a "quiet time" where there a range of experiences available to support the different needs of the children and also the free flow allows the active children the space outside to run and play, expelling the big energy.</p>		
Health practices and procedures	2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	<p>We observe the symptoms of children's illnesses and injuries and systematically record and share this information with families and medical professionals where required.</p> <p>We have in-depth incident and illness forms that allow us to record children's illnesses and injuries. Educators use these to document all information regarding children's needs. This information is shared with parents and supplied to them via a phone call, and again on collection. We go through the form making sure all information is explained and understood by the parent/person collecting.</p> <p>We also send information regarding head injuries and what to watch for home with families as a follow up.</p> <p>We collate the incident forms every month and enter the data into a spread sheet and map the incident times, age groups, injury/illness and where it occurred i.e. indoors or outdoors. The data collected is reflected upon and is discussed at staff meetings or sooner if continuous patterns</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>emerge from the data collected. Changes to environments or conversations with families have resulted in the data that has been collected.</p> <p>We regularly discuss health and safety issues with children and involve children in developing guidelines to keep our service environment healthy and safe for all. For example when we installed the new climbing equipment in the kindy yard the children helped with the risk assessment of the new structure, discussing in the process the best way to use the equipment safely</p> <p>We access information from recognised authorities about current health, hygiene and safety guidelines and this information is used to inform our policies, procedures, and practices. For example, Staying Healthy 5th edition, Get up and Grow.</p> <p>Staying Healthy in Childcare is available on the iPads for the educators to refer to. It is also linked to in our policies. When educators ring through to the coordinator and ask questions, she will tell them to look at Staying Healthy in Childcare then call back and tell her the answer. This is a great way of teaching and learning what is says.</p> <p>We used information provided by the Department of Health WA to develop policies regarding COVID- 19 practises.</p> <p>Families are informed of changes in case numbers within the service and isolation requirements. Policies are amended regularly in line with updated information and the ever-changing Covid health requirements.</p> <p>All families are provided with information and support that helps them to follow our service's hygiene procedures.</p> <p>QR codes are provided to all families. The Policy and Procedures QR code is on display in the foyer and allows families to read, comment and review all our current policies and procedures. Paper copies are available upon request. Amendments or changes to our policies are</p>		
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			<p>outlined in a different colour on the policy and are sent out to all stakeholders.</p> <p>We provide hand sanitation stations throughout the service and three being within the foyer. One at the reception desk and one each at each door leading to the rooms. Hand sanitiser is also available in the rooms for children, families and educators to use.</p> <p>During our centre tours we talk about our bedding bags and how they are designed to prevent cross contamination. We also ask that they go home to be washed. This allows the children to have their own “family smell” on their bedding and helps prevents skin irritation on sensitive skin as the bedding is being washed in detergent catered for them at home.</p> <p>Procedure posters about correct handwashing, nappy change/toileting and food preparation are displayed in appropriate areas throughout our service. These are explained in our induction process. We also use leadership meetings to review practices and do observations on staff and educators ensuring procedures are followed. Further training can be provided if needed after reviewing their practices.</p>		
Healthy lifestyle	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	<p>We engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy, balanced lifestyles. We sit with children and model, implement, and reinforce healthy eating and nutrition practices with children during mealtimes.</p> <p>Progressive meals routines mean that the children respond to their body cues and come ready to eat. It means that we are not interrupting the children’s learning. The concentration shifts to making these rituals about coming together, sharing food and conversation – this is role modelling positive social, language and self-help skills. It allows children adequate time for those who take more time to consume food than others. Which means children have more time to enjoy their food instead of being rushed.</p> <p>We believe that this maybe the only mealtime where children are given the opportunity to sit together in a relaxed atmosphere and develop their social skills in the company of their friends. It is also an opportunity for</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>educators to role model self-help skills and table manners. Families may not be given this opportunity as many of our families have busy lives and don't often have the time to sit with their children during meals times. This has been mentioned in conversations between educators and families. Families have mentioned that they often eat after the children have been fed, bathed and put to bed.</p>		
			<p>Our menus are on display, detailing the food provided for children that is consistent with the Australian Government guidelines Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood and Australian Dietary Guidelines.</p> <p>Families, children, educators and the community are involved in the decision making as to what goes into our menus. Our menus are designed once the meal ideas are collated from all our Keiki services. Each service has input which leads to a vast variety of meals which are then compared and adapted to meet the healthy food guidelines. This process happens twice yearly.</p> <p>Menus are available in reception for families and visitors to see. We have opportunities to change for special events which we display on that given day.</p> <p>Once a week after the July school holidays the Pre-Kindy and Kindy children make their own lunch. Children are asked to bring in their own empty lunch boxes. We provide the deconstructed sandwich fillings, bread and fruit for them to create their own lunch box creations with. This leads to many flavour combinations and allows the children to learn about food safety, how to use a knife, opening and closing their lunch boxes and containers and cleaning up skills. Families are informed of these days on the entrance door to each room and in the reception area.</p>		
			<p>We consider children's voices in planning physical activities, including opportunities for physical play that support the abilities, diversity and backgrounds of each child attending our service.</p> <p>Social and emotional development has been a big focus of ours. We have recognised that due to Covid 19 restrictions and the lack of social</p>		

			<p>engagement available to children during the times of isolation and lockdown has had an impact on social skills and self-regulation. We recently researched The Australian Early Development Census for the City of Joondalup and the data shows us that children in the Joondalup area have shown a decrease in their social competence and emotional maturity. This got us thinking about the children attending the service at Edgewater and whether they were part of the data collected by the City of Joondalup. This triggered us to complete a family survey to collect data regarding our own children attending the centre and whether the same areas of development had been identified as lacking, this providing educators with more evidence of support needed for these children.</p> <p>The biggest success story thus far is one of an almost five-year-old child. Her emotional needs outshone her abilities which led her to not getting involved in activities. After conversations with her family and us outlining the benefits of the program the family agreed to the almost 5-year-old participating in the gym activities. At the start, the almost 5-year-old was unable to physically jump in front of an audience. The emotion of it was too much. Through encouragement and small group participation she was jumping with confidence in front of her peers within 3 weeks of her joining the program. Her family and the educators noticed a huge turn around in her demeanour, body language and confidence. She is now happy to participate in activities and join in on discussions and conversations with her peers and educators.</p>		
			<p>Our program incorporates physical activity that meets each child's capabilities and extends their development, including quiet/passive play times with more energetic outdoor play.</p> <p>Our free flow service allows for all forms of play for most parts of the day. On reflection and due to covid practises, we do close the doors to regroup throughout the day, and through risk assessing and reviewing supervision plans there are parts of the day that the doors are closed for the children's safety.</p>		

Standard 2.2: Each child is protected.

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Supervision	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<p>We regularly talk with children about safety issues and correct use of equipment and the environment and, where appropriate, involving children in setting safety rules.</p> <p>The children love being involved in making rules. The Adventure Playground is a great place where the children like to make rules about going the same way on the bike, going one way on a slide, turn taking on the monkey bars They set the rules and they enforce it. Collaborative partnerships between children, educators and outside agencies helps to reinforce best practice when it comes to sun safety. All children have hats and have sunscreen accessible. Sun safety is promoted and prompted when the needs arise.</p> <p>Keiki Edgewater is a unique building that has a large outdoor space in the interior parts of the building. The outdoor space has ample shade made up of tall trees, large verandah's and a large shade sail. There have been rich robust discussions regarding whether the children are required to wear hats and sunscreen due to the large amount of shade in the outdoor space. We are currently working with Cancer Council WA to update our sun protection policy to ensure we have the most accurate and up to date information for our Edgewater service. Cancer Council WA are providing us with UV readings to determine which areas in our uniquely designed outdoor space require the educators, staff and children to wear hats and sunscreen. We are conducting these tests to ensure not only are the children completely protected but to ensure we are in line with the current guidelines.</p> <p>The educators in the younger age groups have completed critical reflections and questioned the policy on a number of occasions for Edgewater. Robust debates have taken place during staff meetings, about the necessity of wearing sunscreen</p>	☒	☐

			<p>To ensure that our reflections are current and meet current guidelines, we have invited Cancer Council WA into the service to collaborate in our decision making, before making changes to the policies. Any decisions that are made will be communicated clearly to all families, educators and staff and they will be given opportunity to provide feedback.</p> <p>After the visit from Cancer Council WA, we held in depth discussions with the owner and fellow educators about purchasing a UV metre. Cancer Council WA documented that UV readings in the Baby and Nursery yards were undetectable whilst in the partially sun filled Toddlers and Kindy yards the UV metre read 3.</p> <p>Our current policy dictates that every child, educator and staff member must wear and apply sun protection all year round. Educators are vigilant when it comes to sun safety and check the UV reading daily on www.myuv.com.au.</p> <p>When the UV reaches 3 and above, the educators activate the sun safety policy. Following all steps to ensure the protection of the children. Educator also role model sun smart practises.</p>		
			<p>We regularly discuss sun safety with the older children and implement appropriate measures to protect the children from overexposure to ultraviolet radiation. The Toddlers and Pre Kindy/Kindy yards are at sometimes throughout the day bathed in sunlight. Additional sun protection along with hats, and sunscreen has been provided through shady trees, shade sails and large verandahs for the children to play under. Sun safe clothing is promoted and prompted to families through conversations and posts on Xplor.</p> <p>Sunscreen stations are available for the older children along with mirrors to support children's agency in learning how to apply sunscreen and where on their body. Sunscreen is applied as directed on the bottle and is used a teachable experience. Educators are there to support if the need arises. Educators also apply sunscreen to role model how to apply</p>		

			<p>it correctly. Sunscreen is applied as directed when the UV reaches 3 and over.</p>		
			<p>We consistently exchange information about supervision with colleagues to ensure that there are no areas being accessed by children without supervision, while recognising children's need for privacy.</p> <p>Supervision is continually being reflected on. Again, our environment is amazing in that NO person can see into our service because of the walls that surround it so privacy is not so much an issue. However children always need to be in sight of educators in order to be kept safe from harm.</p> <p>We use the ECA webinars to reflect on our supervision, along with information from ACECQA, feedback from the incident reports and feedback from room leaders to ensure that children are actively supervised at all times.</p>		
			<p>Our safe sleep practices are in-line with Red Nose recommendations and are implemented and our cots, other bedding equipment such as mattresses, meet Australian standards.</p> <p>Recently we had our maintenance manager come and check over all our cots to ensure they were up to standard. We check our bedding is safe and tuck sheets away so that there is nothing near our youngest babies faces as per the Red Nose recommendations.</p> <p>Our cots and mattresses are purchased as per safety standards and documentation is provided for this and is on hand.</p>		
			<p>We plan for the supervision of children in outdoor and indoor areas, including supervision of nappy changing/toileting, and meal and sleep routines.</p> <p>Although we are free flow our staffing arrangements and supervision plans make sure children are supervised in all areas throughout the day. Educators follow through with care rituals and our environments are open</p>		

			<p>so educators can see into all areas. We are able to engage at all times with each other. Come to each other's aid if needed.</p> <p>Chemicals are kept out of children's reach and are locked away in cupboards or stored up high on shelving units when not being used. All chemicals have a SDS kept where they are stored, and training is given on how to use the chemicals currently. We use the Diversy dispensing unit which automatically dilutes the chemical into the spray bottle. All spray bottles are clearly marked, and educators and staff are trained on what chemical is for what use.</p>		
Incident and emergency management	2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<p>We communicate information to families about our emergency procedures and plans to manage incidents.</p> <p>Every month we follow through with an emergency procedure of some kind. Whether it be an evacuation, a lockdown or medical emergency This is communicated to families via Xplor. The coordinator asks for feedback from families if their child talks about it – asking to let us know what they say. Rooms also write their own evaluations along with the service coordinator. The feedback is collated and reflected upon, and changes are made if needs be. For example, as part of our regular procedures, we conducted a lock down drill which led to many reflective questions afterwards. Identifying we needed to review our procedure we handed it to one of our families that works for WA Police and asked if they could support us with our review.</p> <p>Companies who run businesses in the same complex are also notified of evacuation drills when they occur.</p> <p>We had an emergency evacuation on collection time a few months back and families were involved in the evacuation. The alarm was set off by a child leaving the service, so evacuation procedures were put into place. Parents were notified on Xplor and the feedback from the families involved reiterated that our practices were professional, and commendable. Families were amazed at how calm and 'unfazed' the children and educators were during the evacuation. Reflections were</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>written after the event and further training was given on how to disarm the alarm when activated by mistake by an outside agency.</p>		
			<p>All staff are trained in the use of emergency equipment.</p> <p>At induction the coordinator takes the educator/employee through how to use the equipment on site.</p> <p>A service induction held at Head Office also runs through emergency equipment also as a generalised topic. The induction with the coordinator is more in depth.</p>		
			<p>We have written emergency and evacuation procedures that include instructions for what must be done in the event of an emergency as well as an emergency evacuation floor plan.</p> <p>Emergency procedures are displayed throughout the service at every exit point with instructions for all persons. The Responsible Person on duty is known as a “Emergency Warden” and has a specific role to play during a fire emergency, which is displayed at every exit in each of the rooms and the exits to the building.</p>		
			<p>We have written plans to manage an emergency that may be likely to affect individuals at our service for example, the management of an asthma attack, anaphylactic reaction or epileptic fit.</p> <p>Medical emergency plans for all children and educators are kept inside the cupboards in each room. The plans are laminated and kept together by a key ring and placed on a hook. Cupboard doors are clearly labelled where the action plans are kept inside the cupboard. The action plans are updated yearly unless noted differently by the doctor.</p>		
			<p>We discuss and practice emergency drills with educators, children, families and visitors and reflect upon these to inform improvements as required.</p>		

			<p>Policies are reviewed regularly to ensure our practises are reflected on and adjusted, when necessary, to ensure that all educators are refreshed on current procedures practises. We approached one of our fathers that we knew was a police officer who is a trainer in the police academy at Joondalup. We spoke in detail about the difference the drill had been at a different time of the day. The father agreed to take our Lockdown procedure and review it with his colleagues and get back to us with some strategies for improving the process and making it practical for any part of the day.</p> <p>During our critical reflection of a lockdown practice, we have identified that we have always completed lockdown drills when all staff have been on the floor and never in the middle of the day when children are sleeping, and staff are on lunch. So, we decided to practice one at this time to identify and measures that needed to be adjusted. It was identified that we had to make some changes, with the previous coordinator the educators were trained that if they were at lunch and the service went into lockdown, a sign was put on the front door to inform them, through critical reflection and robust conversations, we identified that this would not always be practical. The educators in the staff room also could not be contacted. It is also impractical to call all 5 rooms with an emergency word.</p> <p>We are embedding continuous training and improvement into our practises and continue to complete a lockdown practise every second month, we have added this in more detail to our induction process and discuss this with educators during their initial induction. We continue to use different scenarios for lockdown and critically reflect and evaluate per room, asking all educators to be involved in the evaluation of the drill. We are reviewing the Emergency Evacuation Policy following advice from outside agency</p>		
Child protection	2.2.3	Management, educators, and staff are aware of their roles and responsibilities to	All educators attend child protection training to develop and refresh their awareness of any obligation under child protection law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>identify and respond to every child at risk of abuse or neglect.</p>	<p>Our child protection policy includes procedures for identifying and responding to incidents or suspected incidents of abuse or neglect in accordance with the Children and Community Services Act 2004. It guides all practices in relation to child protection.</p> <p>Educators and staff, including relief are provided with a copy of the child protection policy as part of their induction and are required to complete child protection training within 2 weeks of starting at Keiki Edgewater. The training highlights that educators can explain their responsibilities relevant to their role and are able to respond to child protection concerns. This includes our Early Childhood Teachers who are aware they are mandated to report sexual abuse in Western Australia.</p> <p>Families and children are provided with information about child protection issues, including local community resources and support services.</p> <p>On being employed all educators are required to do their Child Protection training. This is reviewed and discussed regularly with the educational leaders and coordinator when educators have concerns. Training is required to be refreshed every 2 years or when needed.</p> <p>New or relieving educators are made aware of their responsibilities in relation to child protection and the protection needs of individual children in our service.</p> <p>This is done as a part of the induction process. Specific needs of individual children are discussed sensitively and only if needed. Our utmost concern is the privacy of those children, and we only discuss if we deem it necessary.</p> <p>Information is provided to all families about our practices in relation to child protection.</p> <p>Right from the first tour our families see that our doors are pin coded, and we explain that each person that is given access to their child by them will be given their own code and that they are not to be shared. We also talk to our families about always carrying ID as if the educators do not recognise them, they will ask to see their ID.</p>		
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			<p>On enrolment our policies and procedures are available to our families. At orientation we encourage our families to read our policies and remind them how to access them. For example; we highlight, emergency policies and procedures, safe sleeping policy, child protection policy, medication policy and more. Links to our policies and procedures can be found via a QR code in our foyer. This pointed out in our tours. Paper copies are available upon request.</p> <p>We have and provide a current list of local community resources that can provide information and support for children, families and service staff in relation to children at risk of abuse and/or neglect.</p> <p>Links are provided on our website to families to provide support. At Keiki Edgewater we use our display boards to provide community events that cover topics regarding things including child safety, parenting, etc.</p> <p>We incorporate protective behaviour strategies into our educational program and practice.</p> <p>As part of children’s agency, we encourage children to stand up for their rights teaching them to protect themselves and tell others to “stop”. Recently the coordinator has been encouraging educators to allow children to negotiate over resources and not step in too quickly as negotiating skills are important. This is a way to support children’s learning in the program and practice.</p> <p>We work alongside children to support them to recognise their own emotional wellbeing and learn when they need space too – protecting themselves from “blowing up” – this too is a protective behaviour strategy.</p>		
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Key improvements sought for Quality Area 2

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.2.2	Although our lockdown processes and procedures are embedded, we are seeking advice from a parent who is a professional regarding ways to better our practise. Including all scenarios, WA are still waiting for feedback from WA police	Have a better understanding that our processes are continuing to meet guidelines	Low	To incorporate any changes to our lockdown procedure that have been identified	A robust process, that is clear and concise	November 2022	Lockdown procedure has been given to our parent that works for WA, we are awaiting feedback

Quality Area 3 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.103	Premises, furniture, and equipment to be safe, clean and in good repair	3.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.104	Fencing	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.105	Furniture, materials, and equipment	3.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.106	Laundry and hygiene facilities	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.107	Space requirements—indoor	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.108	Space requirements—outdoor	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.109	Toilet and hygiene facilities	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 3 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.110	Ventilation and natural light	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.111	Administrative space	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.112	Nappy change facilities	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.113	Outdoor space—natural environment	3.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.114	Outdoor space—shade	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.115	Premises designed to facilitate supervision	3.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.116	Assessments of family day care residences and approved family day care venues	3.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.117	Glass (additional requirement for family day care)	3.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 3 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input checked="" type="checkbox"/> N/A	
R.274 NSW	Swimming pools	3.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.345 Tasmania	Swimming pool prohibition	3.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 3 – Physical environment

Standard 3.1: The design and location of the premises is appropriate for the operation of a service.

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Fit for purpose	3.1.1 Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.	<p>Keiki Edgewater is made up of a range of adequate spaces and places for children to learn through play: by doing, asking questions, interacting with others, devising theories about how things work, trial and error and working solitary, or alongside others in small and large groups as they make sense of the world around them safely.</p> <p>Keiki Edgewater has gardens that are always secure in the middle of tall walls with an open space in the roof allowing fresh air and light in. Our outdoor and indoor fixtures are purposefully designed to the needs of the children – for example in our toddler’s area we had a corner of the garden that was not being engaged with. We knew the children in the Toddler room love to climb and jump, and that they love cubbies, so we had a purpose-built structure in that area to facilitate these needs. This has fast become the favourite place to explore – whether for jumping, climbing or to utilise the imaginative play area.</p> <p>Keiki Edgewater has been fantastically designed with functionality for educators and families in mind. The reception/administration area is warm and welcoming with lots of space for families to stop and engage with each other and with educators.</p> <p>It has facilities to allow for private conversations/interactions to take place for families and educators. One room is situated right at the reception area – for ease and practicality. We use this room to engage with our families if they want a private conversation. It can be used for orientations –when parents meet with the room leader before coming into the rooms as an opportunity to go through the family and child’s needs, culture, routines, and rituals. This private meeting room has allowed for in-depth conversations to take place where they may not have been able</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>to happen on the floor. Our private meeting room is used for well-being 'catch-ups' with educators, along with opportunities for one-on-one mentoring. The educators use it for programming, study and creating resources.</p> <p>We have a separate area away from the rooms and children where educators take their meal breaks. This is a lovely area that is very accommodating.</p>		
			<p>Our environment supports access for every child, family, educator, and staff member and when required we access adaptive equipment to support the inclusion of all children. With our beautiful free flow environments children, along with their families and the educators can move freely between the spaces, places, and garden as they control their own learning and exploration. Within our environment children, families and educators have access to equipment that allows opportunities for interacting within the environment differently.</p>		
			<p>We group children in ways that minimise the risk of injury and conflict, reduce prolonged exposure to excess noise, and promote children's learning and development. Children are grouped within the service as per their needs rather than just looking at a certain age. We look at children's cognitive abilities, physical abilities and emotional competency and see which environment they are best suited for. These 3 things can vary within ages and how children move through their developmental milestones. At the same time, we support children to move into areas as we see them challenging their abilities and can see them striving for that next stage developmentally.</p>		
			<p>We regularly evaluate changes to the placement of furniture and equipment to identify its impact on children. Educators within each environment are always reflecting on the placement of their furniture. It often changes as the interests, needs and abilities of the children change. An example of this is in the Toddler Room when the Toddlers showed a big interest in doing art an educator who also is very passionate about doing art, redesigned the whole art area. This has turned into a big project that was put to families for input and helped to be designed by our interior designer. We have had smaller projects where shelves have been moved, rugs brought in, chairs for educators to sit on and couches</p>		

			for educators to sit on and engage with children. We have removed equipment that was not working for children for example, a large dome that we thought would be beautiful space for the babies to lie under in the Nursery, however it didn't work, and the children were climbing it which wasn't safe, so we had to remove it completely.		
Upkeep	3.1.2	Premises, furniture, and equipment are safe, clean and well maintained.	<p>We regularly conduct safety checks and monitor the maintenance of our buildings and equipment. Every morning and night the opening and closing educators do a check of the full building. Each educator that is first into a room/environment either inside or outside will also perform a check. Another check is completed once the last person is finished in the environment at the end of the day.</p> <p>We conduct monthly building checks which monitor every aspect of the building from the lighting to the evacuation signs to the safety plugs in the power sockets. Staff let Room Leaders know of any defects which is passed onto the responsible person. This is recorded on a maintenance app that is live to our maintenance manager. We have a list of suppliers/trades that manage defects and cleaning of the building, equipment and furniture. The list is updated regularly and contains contact names and numbers and who can give approval to contacting the suppliers/trades.</p> <p>We have an amazing premise that we can remove equipment immediately and put away for repair or replacement. An example of how quickly this happens is a shelving unit in the babies' room was a sort after 'teething toy' as the unit had soft ends. The babies found it perfect to soothe their gums and chewed it leaving bite marks. Being unhygienic and unsafe the unit was put on the maintenance app on the Friday, and it was gone by the time the babies arrived on the following Monday morning. Our owner brought a new unit with different ends to replace it and it was in the room on Monday ready for the children to enjoy. A few days later the old one returned to the service with new ends. It was placed into another room for the children to enjoy.</p> <p>We follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture, and experiences. When considering furniture and equipment we look at the safety advice by</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>recognised authorities – our cots are approved by the Australian/New Zealand mandatory standard.</p> <p>Our gardens have been designed by a professional gardener who is knowledgeable on what plants are deemed safe for children. The types of plants used are planted for purpose whether it be for shade, learning experiences i.e. leaves fall in autumn or to cook up in the kitchen.</p> <p>We develop and implement risk assessments of our physical environment. Risk assessments are implemented for each environment both indoor and outdoor. These are reviewed annually as a minimum. When looking at incident reports we review our risk assessment to see if we can identify any possible hazards.</p> <p>When rooms make changes to set ups, bring in new furniture or equipment (for both indoor and outdoor environments) we review the risk assessments again. We also use family feedback to review our risk assessments – an example of this is a parent mentioned to us they did not feel comfortable having wood chips in the babies/nursery garden area – we reviewed the risk assessment and weighed up the pros and cons of having bark chips in the yard and after discussions and reflections with all the stakeholders involved it was decided to remove the wood chip altogether.</p> <p>In the kindy area, a mud pit that had been used for International Mud Day had lost its purpose and children were continually going home extremely dirty and unable to wash off the mud from their clothes. Parents provided feedback and asked for the mud pit to be removed this was reflected upon by the educators. when speaking to the children, it was identified that the kindy children loved the climbing frame in the indoor playground and did not have anything to climb on or encourage physical risk taking whilst using the outdoor environment. With the help of the owner and maintenance manager, we have decided to create a climbing fort with climbing ropes up to a platform and a slide down the other side.</p> <p>We ensure all equipment meets Australian Standards, for example; for cots, climbing structures and all relevant resources used by children and staff. All equipment is sourced through suppliers which we know and</p>		
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			trust. We make sure they come with the correct paperwork and manufacturing mandatory standard.		
			We have schedules for cleaning all toys and equipment used by children, on a regular basis, in line with recommendations from recognised guidelines. Our cleaning schedules are based on Staying Healthy in Child Care 5th Edition – the educators wash toys daily both inside and out (especially in the younger rooms) where mouthing is how they process information. Mouthed toys are put in a mouthed toys container immediately to be washed at the end of the day or washed straight away.		

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Inclusive environment	3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	<p>We involve children in discussions about the use of space and resources and engage with them to see what they would like included into the indoor and outdoor learning environments.</p> <p>We involve children in discussions about the use of space and resources and engage with them to see what they would like included into the indoor and outdoor learning environments. Often children tell us what they are wanting/needing through their actions for example, when the toddlers were climbing and jumping off furniture, they were telling us they needed to climb and jump so we facilitated this with a climbing and jumping structure.</p> <p>We set up our environments to manage the balance of active and quieter spaces for play and respond to the individual requirements of all children throughout the day. At Keiki Edgewater, we have a range of places and spaces to facilitate individual needs of the children at any given time.</p> <p>We have 2 sensory rooms, one attached to our Nursery Room and one attached to our Toddlers/Pre Kindy room. The two rooms are used for self-reflection, quiet time and tactile play among other things. The benefits for having these two rooms have been wonderful. The idea of our sensory rooms is to allow children to move away from the loud noises of the day and the bright fluro lights that aide in brightening up the rooms and the hallways. Both rooms have soft lighting and soft music playing which allow children to self soothe when the day gets too much for them. The Nursery sensory room serves as a dual-purpose room. It allows the children to do the above i.e. self-calm and it also allows them to have fun with the sensory items available for them to explore.</p>	☒	☐

			<p>We regularly reflect on and adjust the environment to support each child's participation and provide for their learning and development. Reflecting on the environment is something that happens in the moment and is on-going, sometimes as educators you don't even know you have done it as you move a box from a path to the sandpit. As example of a conscious, meaningful, and planned reflective environment change is when we completely swapped the nursery and baby's rooms over. The Nursery had access to a large outdoor play garden that they didn't engage with a lot where the babies didn't have the same access. The babies had access to a sensory room that they didn't really utilise. After much discussion, parent input and reflection they swapped rooms which has made a huge positive effect on the children, educators and therefore the families too.</p> <p>We work collaboratively with family members, specialists, and resource agencies to plan for the inclusion of children with additional needs. We access adaptive equipment to support children's requirements and facilitate access to support services required while the child is at our service.</p> <p>We have a great relationship with our Inclusion Support Worker who helps us put plans into place. Alongside those plans we use equipment such as PECS (Picture exchange communication system), light tables, the sensory rooms, and resources that are age and ability appropriate.</p> <p>Our indoor and outdoor spaces are designed to invite open-ended interactions, spontaneity, risk-taking, exploration, discovery, and connection to nature. At Keiki Edgewater our environments are designed to flow freely and allow for children to move freely and independently between inside and outside. Our philosophy is based on free flow and progressive free play where children are in control of their needs, learning, and decision making throughout their day.</p> <p>We focus on empowering children by instilling agency from infancy. The children connect with nature by looking after the garden, this is extremely evident in our Kindy program supported by one of our educators who is an avid gardener outside her educator role</p>		
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			Our adventure playground which is available to all children has a range of risk-taking opportunities as does all the gardens by means of stepping logs, climbing equipment, balancing beams lots of open-ended loose part play resources.		
Resources support play based learning	3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	We regularly engage with families and children to ensure their views are considered and incorporated in the selection and organisation of materials, equipment, and resources. Our families play a big role in what is in our service. Many of our families choose Keiki because of how it is set up as a home away from home – we call it ‘home-i-tising’. Our tables and chairs are real, just cut down to size, our equipment is real and authentic, many items donated from homes like blankets, plants, bowls, and pots/pans. Our library is full of donated books. After professional development about how to make a service feel like home, we asked our families what makes their house a home – then incorporate these items into our service, like photos, plants, aromatherapy oils, lamps, and soft furnishings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<p>Children are given opportunities to be involved in purchasing resources, including choice and use, so that their preferences support group and individual play-based learning. For example, whilst sitting with the nursery room leader and talking about the resources the children were able to see pictures in the catalogue. The room leader asked the children, what shall we buy, the children were excited about the musical instruments. The musical instruments were then purchased, this happened throughout the rooms with the older children having more of an input.</p> <p>When purchasing resources, we always start by asking ourselves – what are the children telling us they want? What is their current thinking? What are their needs? In the older rooms we like to sit with the children and look through catalogues, listening to their voices. This has resulted in new resources being bought to support their interests.</p>		

			<p>The older rooms also like to go to our own library and choose books to take back to their room or even visit the reception area to collect fresh packets of paper or other stationary on request.</p>		
			<p>We structure our environment so that it is flexible to allow children to move resources and equipment to extend learning opportunities. Children at Keiki Edgewater are involved in free flow and free play. This means they have control of their own learning. We investigate how children learn through schematic play such as transportation. This is when children transport objects from one area to another as part of their exploration as they make sense of the world around them. Children at Keiki Edgewater can do this – or to find the same/similar object in the next area so that they can continue their learning.</p>		
			<p>We offer a range of challenges and experiences that reflect the breadth of ages, interests and capabilities of children who are sharing the environment.</p> <p>At Keiki Edgewater we have focus children that the educators plan for. This means that they can ensure that each child's interests and capabilities are being supported as well as challenged even in the same environment. The educators relay the needs of the children within their staff meetings ensuring that everyone is working on the same page.</p>		
Environmentally responsible	3.2.3	The service cares for the environment and supports children to become environmentally responsible.	<p>We incorporate experiences in our educational program to support children to be environmentally responsible and to show respect for the environment. Children are supported at Keiki Edgewater to learn how to show respect for our environment and the natural world.</p> <p>Our children show enjoyment whilst in our gardens and learning about plants. They have been involved learners following the process of planting the seeds, watering and watching them grow the educators assisting the children to measure the plants as they grow. Our educators, particularly in the kindy room, have a passion for plants and gardening and enjoy sharing their knowledge with the children. The children also enjoy exploring our veggie patch, not only to watch the veggies grow, but also to investigate all the living creatures in there such as worms, snails, and bugs.</p>		

			<p>We encourage families to donate materials they are no longer using at home such as loose parts for the sand pit including pots, pans, and other kitchen utensils. We also encourage donations of newspapers, scrap paper and other materials which we can use for arts a craft.</p>		
			<p>Educators follow our service’s sustainability policy to promote children’s understanding about their responsibility to care for the environment and the development of life skills, such as growing and preparing food, waste reduction and recycling.</p> <p>We have an educator who loves to grow her own food at home, she has brought this passion with her into the service. The children can help grow a range of fruits such as passion fruit vines, avocados from the stone that was an educator’s, they have watched a bunch of bananas from an educator’s garden turn from green to yellows.</p>		
			<p>We program for children to learn about environmental and sustainability issues. They look at recycling, rubbish collection and what we can do here at Keiki. The children regularly take items of lost property that has not been claimed to the clothing banks at the far end of the car park, educators explain what happens to the clothes next and where they go. An opportunity for an excursion is being planned to visit a charity shop to buy resources for the centre.</p>		
			<p>We collaborate with educators, children, families, and community members to implement our service's environmental strategy. We have 3 main educators that have a big passion with everything green who lead our service in our environmental strategy and projects. Our families support us with plant donations and lots of advice.</p>		
			<p>We share information and support children and families to access resources about the environment and the impact of human activities on environments.</p> <p>We are also registered with adopt a spot and are awaiting our pack, of gloves collection bags and thongs. We will be looking after the area surrounding the service. This will enable the educators to role model and teach the children that litter goes in the bin.</p>		

Key improvements sought for Quality Area 3

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.51(2)	Conditions on service approval (FDC Coordinators)	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.161	Offence to operate education and care service without nominated supervisor	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.162	Offence to operate education and care service unless responsible person is present	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
S.164	Offence relating to assistance to family day care educators	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
S.164A	Offence relating to the education and care of children by family day care service	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
S.169	Offence relating to staffing arrangements	4.1.1	<input checked="" type="checkbox"/> Compliant	

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.269	Register of family day care educators, co-ordinators and assistants	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.117A	Placing a person in day-to-day charge	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.117B	Minimum requirements for a person in day-to-day charge	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.117C	Minimum requirements for a nominated supervisor	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.118	Educational leader	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.120	Educators who are under 18 to be supervised	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> N/A	
R.123	Educator to child ratios – centre based services	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.124	Number of children who can be educated and cared for – family day care educator	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.126	Centre-based services – general educator qualifications	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.127	Family day care educator qualifications	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.128	Family day care co-ordinator qualifications	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.135	Early childhood teacher illness or absence	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.136	First aid qualifications	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.143A	Minimum requirements for a family day care educator	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.143B	Ongoing management of family day care educators	4.1.1	<input type="checkbox"/> Compliant	

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.144	Family day care educator assistant	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.145	Staff record	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.146	Nominated Supervisor	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.147	Staff members	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.148	Educational leader	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.149	Volunteers and students	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.150	Responsible person	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 4 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> N/A	
R.151	Record of educators working directly with children	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.152	Record of access to early childhood teachers	4.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.153	Register of family day care educators, co-ordinators and assistants	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 4 – Staffing arrangement

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Organisation of educators	4.1.1 The organisation of educators across the service supports children's learning and development.	<p>We organise our educators throughout the day to support children's learning and development and ensure that educator-to-child ratios are maintained, including during administration and/or programming time. We have well thought-out rosters that are prepared in advance. We take into consideration each educator needs regarding programming time and study time, and also take in to consideration the children’s needs, ensuring that educators are present for planned activities and supporting children with their learning.</p> <p>The coordinator and assistant coordinator have an open-door policy for educators and families and ensures that they are always available throughout the day. They provide clear communication to educators through our messenger group and Keiki’s place and space Facebook page.</p> <p>Outside the room we have photos of the educators in the rooms – if an educator moves rooms for that day, they take their photo with them to put outside the next room that they will be in.</p> <p>Recently we have started putting up an Xplor post to the families letting them know the day of or night before if we can of any staffing changes.</p> <p>We provide extra staff to cover educators programming time, meetings with families, meeting with inclusion support professionals and networking with relevant organisations.</p> <p>At Keiki Edgewater, we have 2 educational leaders that are available to support the educators often not counted in ratio, this benefits the educators in a way that they have additional support when programming</p>	☒	☐

			<p>for the children’s learning and development. They are able to offer support and move into ratio to release educators as needed.</p> <p>Relief/support staff are orientated into the team prior to commencing work to enable all educators to work together and build their skills and knowledge of inclusive practice to support all children. All educators, support staff and relief are inducted into the service and team on arrival to ensure they can fulfil their role.</p> <p>If an educator is away for an extended period of time, they are taken through any changes that may have happened in their absence and given time to familiarise themselves with current policies and procedures to ensure they are up to date in case of any changes in the services roles, policies and procedures.</p> <p>We support familiarity and continuity for children and families when rostering. As part of our key educator process we aim that families and children have ‘their’ educators available to them as they arrive.</p> <p>Our leadership team within the room are rostered on open and closing shifts – if a casual staff member is needed, we try to ensure it is on a middle of the day shift allowing more familiar team members to be available for families.</p>		
Continuity of staff	4.1.2	Every effort is made for children to experience continuity of educators at the service.	<p>We have implemented a thorough recruitment process to maximise staff retention to ensure continuity to children and families. We have strong experienced room leaders in place for each room and they have a strong second person to support them, especially when they are away, stepping up into the lead position for consistent leadership. Each room also has educators that are constant to be able to build strong relationships with families to better support the children.</p> <p>Our recruitment process is successfully supported by our Human Resources department. They collaborate with us through conversations around what we are needing.</p> <p>Our owner supports our team in ensuring our well-being is supported through well-being months, social gatherings, Employee Assistance Programs, Professional Development Opportunities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>We celebrate and acknowledge educator’s commitment to the service, children, and families. We have a great collaborative team that is always celebrating each other’s “wow” moments. If we read learning stories that show great learning and are well written, we like to celebrate by allowing other educators to read it and sending it to them in our communication emails.</p> <p>In our communication emails we thank educators’ efforts and service. Our owner is always putting on little social gatherings to say thank you. At every coordinator meeting she thanks the coordinators for the efforts each service is doing.</p> <p>Recently the owner has rewarded the centre coordinators with an evening at Gold Class Cinemas, and a Keiki birthday party for the whole team. On a smaller scale sometimes to say thank you we have a casual dress code – which the educators love!</p> <p>There is always a sweet treat in the staff room and regular staff lunches are also provided by our cook in the kitchen.</p>		
			<p>We use the educator exit survey to contribute to our continuous improvement regarding staff retention. The educators that have left the service recently have moved to our new Keiki service in Catalina. The educators have been utilised for their high level of skills and understanding of the “Keiki way”. Another one of our educators has returned to QLD to be with her family. She currently works in an educational and care facility and once settled plans to stay in touch with us through skype and inviting her new children to become pen pals with the Keiki Children.</p> <p>We use any information to support the leaders and put things into place to make positive changes to our practices. We use critical feedback as a means of reflection to always improve our practice.</p>		
			<p>Our performance development process provides educators with targeted feedback that supports continuity and informs individual performance and learning goals.</p>		

		<p>We consider educators' experience, qualifications and how long they have been at our service when placing educators in particular rooms and age groups.</p> <p>Each of our rooms have been carefully selected with much consideration. They have a range of ages, experience, skills, and knowledge. For example, each room has a trainee and someone who can buddy up with them and support them. We look at the dynamics of the teams, the personalities and team them up to work together.</p> <p>Sometimes we have trial weeks where educators go into rooms to 'give it a go' and see how they gel before we make permanent shifts.</p>		
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Standard 4.2: Management, educators and staff are collaborative, respectful and ethical.

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Professional collaboration	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.	<p>All educators acknowledge each other's strengths and diverse knowledge, and skills and educators are encouraged to support and mentor each other.</p> <p>Recently through reflection it was identified that room leaders have not been aware of challenged faced in other rooms. It was suggested by a room leader that they each took turns to take a day in each of the other rooms. This was extremely successful as room leaders were able to identify challenges and suggested strategies to support them.</p> <p>We have regular team meetings and other opportunities that include a cycle of inquiry that collaboratively affirms, challenges, supports and provides opportunities for educators and staff members to learn from each other, share new information and further develop the team's skills. For example, our inclusion support educators have presented at our last team meeting, supporting the other educators with strategies to support children having meltdowns or tantrums. This followed on from there 3 day Autism Champions training. Also we have an educator who has a passion for sustainable practise, who supports each room to be more sustainable in there practise.</p> <p>Our Facebook messenger groups has been an invaluable way of sharing information during the covid restrictions and it continues to be a digital method of sharing information that many of the staff enjoy using.</p> <p>Room Leader meetings are conducted on a fortnightly rotation along with educational leader meetings. The meetings are collaborative, and the agenda is flexible to ensure everyone can be supported.</p>	☒	☐

			<p>At a recent full staff meeting we went through the full cycle of planning and expectations which was a great robust discussion that started before the meeting through team discussions, and room reflections.</p> <p>We ensure that all interactions, including grievance procedures, convey mutual respect, equity and recognition of each other's strengths and skills.</p> <p>All interactions are taken as a means of critical reflection for growth. We look at grievance with the idea that normally people come with the right intentions but sometimes emotions can alter the way in which it is communicated. Using educators that can stay calm and collected in time of grievance is highlighting that educator's strength – we ensure we have at least one of those in each room, one being the room leader.</p> <p>We continually facilitate communication and reflection between educators. Educators are reflecting regularly verbally through professional discussions but also reflect each day via their program books, private Facebook groups and communication books. These are monitored and added to by the coordinator and 2IC.</p> <p>The educators print them and add them to their program. They find that once they stop and sit at the end of the day, they can really reflect on the day as a whole and gather a good picture of it. Often, they start to share articles and research that then backs their thoughts.</p>		
Professional standards	4.2.2	Professional standards guide practice, interactions and relationships.	<p>All educators have access to the National Quality Standard, National Regulations and Guide to the National Quality Framework, <input type="checkbox"/> EYLF, Early Childhood Australia's Code of Ethics (2016), <input type="checkbox"/> Our statement of philosophy, <input type="checkbox"/> policies and procedures, <input type="checkbox"/> staff handbook and code of conduct. We use the AEDC to inform our program along with the developmental milestones, this enables the educator to have a focus when planning extensions of learning, setting individual goals for children. We also used the UN rights of a child when developing our positive guidance plan and the Sustainability Developmental Goals when developing our Environmental Strategic plan.</p> <p>These documents are available on the educators iPads in the room as well as in their Educator Programming File in the Programming Room.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>The coordinator sends information out to educators via email on a regular basis too. There is also a Private Facebook group page where we share documentation.</p>		
			<p>Up-to-date information is communicated to all educators including service/employer information and changes or updates that impact on practice and regulatory compliance.</p> <p>The coordinator sends communication emails out to the educators, we utilise a private Facebook group page and messenger group. We use face to face communication, communication books in the room, the staff room and also get educators to sign off that they have read new documentation that is sent around the room.</p>		
			<p>Early Childhood Australia's Code of Ethics (2016) is used to guide professional conversations about day-to-day practice at our service. This is used in our programming reflection pages, in our professional development reflections.</p>		
			<p>We use professional standards and knowledge of current recognised approaches to guide our everyday work and to meet the requirements of the National Quality Framework.</p>		
			<p>We provide all educators with information and support to assist them to resolve differences and have a solution focused approach. The coordinator, 2IC and educational leaders support educators to work through their grievances by having respectful but courageous conversations.</p>		

Key improvements sought for Quality Area 4

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 5 – Relationships with children

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.166	Offence to use inappropriate discipline	5.1.1 5.1.2 5.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.155	Interactions with children	5.1.1 5.1.2 5.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.156	Relationships in groups	5.2.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 5 – Relationships with children

Standard 5.1: Respectful and equitable relationships are maintained with each child

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Positive educator to child interactions	5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.	<p>We regularly learn more about the histories, cultures, languages, traditions, child-rearing practices and lifestyle choices of families using our service.</p> <p>We start right from our tours getting to know our families and their needs by discussing our key educator role and how it supports gaining a deeper understanding of families and children. We offer an orientation meeting between the room leader and parent one on one before going into the room to get to know them as a family and what we can do to best support them. This provides an opportunity to really get to know the parent – we believe by knowing the parent we will know the child better. This links to the theorist Bronfenbrenner and his ecological system theory which underpins our Philosophy. The first layer of this theory is Family interactions and family practices or culture. We value where a child comes from, what they love, their individual culture and using that to inform our reciprocal relationships and in turn, our daily curriculum. Key Educators as we call ourselves build special connections with children and families by providing lots of face-to-face interactions to get personalised feedback from families.</p> <p>We respond to each child's preferences and assist all children to develop a sense of security, belonging and confidence in the service. Key educators will take the time to really get to know their focus children and their families.</p> <p>Through research and reflection one of the reasons we have implemented key educators is because for children's brains to be able to develop they need to feel safe and secure. Therefore, this is our absolute priority, as it is only once this sense of security has formed that children will be able to get off and learn. To help this process we gather</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>information about their home life, important people in their life and things they enjoy doing. This makes the settling process more meaningful and smoother. We ask for families to complete a “information for my educators” form to add any important information on there. We aim to update these regularly, so we are aware of any changes.</p> <p>We provide opportunities for self-help and decision making by creating progressive meals and sleep times. We create an environment where the children can listen to their own bodies cues to which we respond. This creates trust between educator and child.</p> <p>Plans for the inclusion of children with additional needs are shared and communicated with all educators.</p> <p>Each room has their own inclusion support folder which all educators have access to. Each child has their own individual plan to support their needs and communication books are created to share information with families, families also use them to provide the educators with any information from home. We share any other relevant information from community services with all educators. We also discuss individual plans for children as a team to ensure continuity of care. This is overseen by our inclusion educator; the inclusion educator is not counted in ratio and is available to support educators’ children and families.</p> <p>We work very closely with our inclusion professional; the inclusion educator works in collaboration with the inclusion professional to develop plans and strategies to best support children in our environment and to support educators with inclusive practices. We utilise Autism Australia as a support network for resource and advice. Three of our educators attended the Autism Early Childhood Champions training, coaching and consultation programme which they brought back information to share with the team.</p> <p>Recently the inclusion educator has been working with a family with a child with Autism, the family were struggling to fit in his visits with the occupational therapist, so we invited the therapist into the service to use the sensory room for therapy. The family were grateful that we had seen a solution to their problem, and it also gave the educators to work</p>		
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			<p>collaboratively with the therapist, meaning there was consistency for the child</p> <p>Our routines and everyday experiences are guided by children and used to support their learning, based on children's preferences and the dynamics of the day</p> <p>At Keiki Edgewater the educators build strong relationship through conversations with children, knowing there likes and dislikes, their strengths and interests helps to create flexible routines. Information from my educator's form enables the educator to have a background on the family cultures and this underpins their program and practise</p> <p>We use our interactions with children to support the maintenance of home languages and learning English as an additional language, following communication with families.</p> <p>We believe children's ethnicity and home languages are so valuable to with all children. With family's guidance and support we put into place plans – just like children with additional needs to ensure they keep their heritage alive but learn to communicate with English as per family's requests. Through communication with the family, we gain their aspiration for us within the service. Through ongoing interactions with children, we use verbal and non-verbal literacy opportunities to keep their home language alive.</p> <p>On another level we have a few children who started our service with English as their second language. To support their transition into the service and make their time at Keiki a success, learning English has been essential. In the beginning the plan collated with the parents was that they would make contact via phone through the day explaining what part of the day they were at in their language and would give us words to support the English word e.g., lunch. We used pictures to connect transition changes.</p> <p>We utilise educators throughout the service again who have experience in children's home language and get them to translate to the child, so</p>		
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			they begin to make the connection between the English word and their home language.		
Dignity and rights of the child	5.1.2	The dignity and rights of every child are maintained.	<p>We celebrate diversity, including supporting each child's sense of identity, guiding children's understanding of cultural diversity.</p> <p>Diversity is celebrated throughout the service daily as every child is an individual and their identity can only be theirs. By getting to know their cues and quirks, their cheeky grins, sense of humour, the things that make them shine, their likes and dislikes, their cultural protocols and family expectations and aspirations we can celebrate EVERY child for who they are.</p> <p>Our free flow environments allow children to move freely throughout their care environments, engaging and being in control of their own learning where we celebrate and highlight their extra-ordinary within the ordinary. We follow and/or acknowledge their family's ideas and individual wants and needs regarding sleep rituals, nappies (e.g., cloth or disposable) aspirations for learning, celebrations or special events from home (like Matariki – Māori New Year, Chinese New Year, Birthdays, first haircuts, Religious Fasting events to name a few) all to gain more insight to the child's world, building strong connections with them and forming trusting relationships.</p> <p>We communicate our culturally diverse practices with families. At Keiki our events and practices are well communicated to all families via email, Xplor posts and posters allowing families plenty of time to consider their child's participation. This includes incursions. Mother's Day, Father's Day and Christmas events are advertised, and families can let us know if they want to attend. For example, Due to Covid restrictions we had to change our thinking when it came to our Mother's Day celebrations this year, we invited our families to a picnic in the park, this enabled us to still celebrate the significant female figures in our children's lives.</p> <p>We maintain an environment of cultural inclusion and cultural competence. All our families have a right to access our service, we welcome all different cultures and love the range of ethnicities we also support.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>Our educating team is from a vast array of backgrounds and we join to celebrate these. We love to make connections with families of similar backgrounds.</p>		
			<p>We reflect on the equity and rights of each child, how our own practice and behaviour may affect individual children.</p> <p>Recently we have been reflecting on what 'inclusion' means and what it looks like in practice. To use this means that all children are exposed to the same things – for example we are implementing the picture exchange communication system (PECS) for all children who may be struggling within heightened emotional states, or transitional times, for example moving from play to a needed care ritual (nappy changing when soiled).</p> <p>We use a PECS strategy called 'First and Then' where educators show a picture of what is going to happen first i.e., nappy, then play. Providing an opportunity for the child to be able to make a connection with a picture rather than having to process multiple words which can already be difficult developmentally – on top of being emotionally heightened.</p>		
			<p>We use a range of documentation, research, and robust dialogue to reflect on matters if needed. Documentation such as our Regulations, EYLF, Staying Healthy in Childcare, information on the ACECQA website, along with our own policies and procedures, are just some of what we refer too, the three Theorists that underpin our practice, Reggio Emilia, John Bowlby and Urie Bronfenbrenner</p>		

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships.

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Collaborative learning	5.2.1 Children are supported to collaborate, learn from and help each other.	<p>We provide opportunities for children to take on leadership roles within the service. Keiki’s free flow, child-led environment allows children to be in control of their own learning each day. We encourage children to take the lead in what they would like to do, in their inquiries and choices.</p> <p>Our progressive meals are an example of children showing leadership in what they do and when. Children have opportunities to visit the reception area and deliver items – which is a very important role, it takes lots of leadership and responsibility.</p> <p>Children have taken leaderships roles as they stand at the front and lead their room out of the service on excursions and fire drills. They lead at group times in sharing news, asking questions, and role modelling how to do something for another child.</p> <hr/> <p>We support and promote children’s interpersonal relationships. Throughout each room we provide opportunities to support building positive and strong relationships between both with the children’s other peers and their educators. Role modelling kind and positive interactions is an important aspect of being an educator. Children take in so much of what is around them, so it is important we provide a calm and positive environment.</p> <p>Providing group experiences and resources which promote team building, working together and collaborative play such as puzzles, construction, role play and open-ended loose parts.</p>	☒	☐

			<p>Developing children’s social and emotional well-being is a big part of our Philosophy here at Keiki which we begin encouraging from the Nursery through our key educator focus and how much we value the importance of building connections with others through to Kindy. Creating respectful, reciprocal, and meaningful relationships is one of our most important outcomes.</p> <p>Recently at our School Readiness Parent Evening we spoke about how important social skills are for life, you can be the best mathematician however if you are unable to talk or engage with another person you may be a very sad adult. One parent said at the end of the evening that that comment will sit with her forever in the most positive way ever. She had never thought about it that way before.</p> <p>We are currently developing a document to support the pathway to school for the children, in collaboration with the training development officer, the educational leaders and the local primary school teacher.</p> <p>We support inclusion of children from diverse backgrounds and capabilities in collaborative play, projects, and experiences with others. We believe every child is unique and we embrace all our children and family’s culture, empowering individual strength, and uniqueness. With the help of Inclusion Support, Autism Australia, Joondalup Hospital, Speech Language facilities, to name a few of the community agencies we connect with we ensure that every child’s needs are met. Every child has the opportunity to join in a range of projects and experiences and we ensure educators are available to support this to happen.</p> <p>We learn about children’s shared interests, and we use this information to plan further learning opportunities.</p> <p>Children’s interests are of key importance when planning and developing our curriculum. Making observations of the children is the most vital part of planning we as get to know what they enjoy doing and how they like to learn.</p> <p>When children show a joint interest in something, we follow it through for as long as they want to learn about it. A key example of this is when a</p>		
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			<p>child brought in a bug from his garden at home. This spurred a long interest in bugs throughout the room. We were able to look for bugs in the garden at Keiki and at home where children began to bring their own bugs in. We used lots of books and resources to gain a deeper understanding of bugs such as where they live, what they eat and what they look like. This flowed nicely into the children's interest in the veggie patch, giving the children the opportunity to care for the veggies and plants while searching for bugs. The toddler children soon took notice of this from the old children, and this spurred their interests also. This interest continued for months and is still a keen topic of conversation today.</p>		
Self-regulation	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.	<p>We learn about and support individual children's relationships with other children and help children to understand that others may not always wish to play with them.</p> <p>Each child has a right to their own place and space. We support children to stand up for their right and let children know they need their space in a respectful manner. Positive guidance has been a big part of our learning at Keiki Edgewater this year and the difference between guiding and managing. Through guidance we are helping children to recognise their emotions or feelings and giving them names then helping them to explain this to their peers by providing them the words.</p> <p>The educational leaders and inclusion support educator have developed a positive guidance plan, to ensure constant language and strategies are used amongst the team, following this a positive guidance pack has been put together in collaboration with the training and development officer.</p> <p>We use our knowledge of individual children's personalities and friendship preferences to support children to manage their own behaviour and develop an understanding of the feelings of others.</p> <p>Children are at different developmental milestones; they act and react differently with different peers that they are with. By knowing our children well, we utilise this information to support themselves and others. An example is a child who has a very 'best friend' who he is devastated if anything happens to them. However, when he is struggling to self-</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>regulate, we talk to him about being 'kind and gentle' because we want to make sure he is safe and that his friend is safe to be with him.</p> <p>We encourage positive behaviour in children and support them to understand the expectations for their behaviour and the consequences of inappropriate behaviours. Positive guidance is how we role model and explain what is appropriate within Keiki. We explain that we cannot let them do what the negative behaviour was and get them to talk to us about what they could do next time.</p> <p>We support children when they are trying to negotiate and resolve conflicts with others and support children to negotiate and share ownership of acceptable behaviours as a group.</p> <p>Therefore, at Keiki Edgewater we ensure we are present and available to support children within moments of negotiation and conflict if needed. We do not rush in as we do not want to rob them of an opportunity of learning by doing – of problem solving. This is where we use the teaching strategy of scaffolding giving a hint of solution, then a bit more if needed but if we give all at once there is no going back and the learning is missed.</p> <p>Our Philosophy and Vision both highlight relationships and this is another aspect of facilitating relationships with young children as they learn to experience the joys of sharing, belonging, friendships, and social interactions.</p>		
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Key improvements sought for Quality Area 5

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 6 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.175	Offence relating to requirement to keep enrolment and other documents	6.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.157	Access for parents	6.1.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 6 – Collaborative partnerships with families and communities

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Engagement with the service	6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.	<p>Prospective families are invited and encouraged to visit and become familiar with our service before their child starts and we encourage new families to talk with us about the values and expectations they hold in relation to their child's time at the service before, during and after the enrolment process.</p> <p>We strive to make our families feel at home as soon as they walk through our front door. Our enrolment may look different for each family as we offer a flexible orientation process to fit their needs. We recommend at least two orientations; however, each child can have as many orientations as they need.</p> <p>Children and parents will have the chance to meet with the room leader for the area and the child's key educators. This will provide the opportunity for families to gain information on our philosophy, rituals, and program as well and provide important information on their child's culture, rituals and home life. These orientations help to create a smooth and positive transition and will make that all important first day much more settled for child and parent.</p> <p>Orientations are also an opportunity for parents to sit down and go through any paperwork and set up Xplor ready for the first day. This is where we go through all the ways in which families can be involved in service decision like policy feedback, philosophy review feedback and parent survey feedback. We let them know about how important their feedback on their child's learning is, the curriculum floor books outside the room which often have questions for families asking for feedback or input and also using our forms "Information for my Educators" to let us know an aspiration for their child to guide their child's learning.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>We provide families with regular opportunities to offer feedback and input about all aspects of service operations. We invite all families to take part in a survey of the service which gives them the opportunity to give feedback on all areas of the service. This can be done anonymously if the parent chooses. This information is then collated and used to enhance and better our practices and procedures.</p> <p>Any constructive feedback given via email or face to face is taken seriously and implemented if possible. We will keep in contact with the families and ensure they are aware of changes being made because of their feedback. This allows families to feel heard and to give reassurance that we are continuously developing and improving.</p> <p>We have an open-door policy and encourage families to ask questions, inquire, provide their thoughts and feelings on all and any aspects of our service. We then take this information and explain our 'why' if it is something that is what we can a 'non-negotiable' as in a law, or regulation. With other areas we may gain other families and children's perspectives then discuss as a team.</p> <p>Families are encouraged to contribute to the development and review of our programs, philosophy, policies and procedures. Families are also encouraged to reflect and give feedback on our policies and procedures directly.</p> <p>We take part in monthly reviews where all families are sent a policy if they choose to review it. We have developed great relationships with our families and have grown to know them very well in terms of their culture, expertise and knowledge. We strive to draw on this knowledge when reviewing our policies, procedures and philosophy.</p> <p>We have a mother who works with health and safety and policy writing who helped us review our incident, injury trauma and illness policy.</p> <p>We have a parent who works as a child nutritionist who is helping us to review our food and nutrition policy</p>		
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			<p>We have lots of parents who are teachers, they have helped to review our policies, philosophy and have input into our school readiness program. Having so much diverse advice had helped us to shape out practices and create the best environment we can.</p> <p>We involve families and use their suggestions during self-assessment and planning for quality improvement.</p> <p>When we look at our quality improvement, we often use our parent surveys to guide where we need to focus our intentions.</p> <p>We put up a message to our families as soon as we can if staffing changes to provide them notice so they know who they will be arriving to and who their children will be engaging with. Our survey feedback this year regarding communication was positive.</p>		
Parent views are respected	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.	<p>We facilitate shared decision-making with families and respect family's requests. Each family has their own culture, beliefs and set ways of doing and being. When we get the "information for my educators" this is the beginning of us respecting the families wishes. Some of our families have food preferences that they would like to avoid for religious reasons for example we have a few families that avoid pork and beef.</p> <p>We have a family request their child wears a chain around their waist as a part of their religion. We have gone through a process of getting documentation in place to support their needs but also to provide an opportunity to discuss the safety for the child</p> <p>We support consistency between each child's home and our service but still ensure best practice and upholds the rights of each child. Through meaningful conversations and documentation (Information for my Educators) we endeavour to replicate a home away from home.</p> <p>At times we must change certain rituals like hoodies off for sleeping for safety reasons. We have had conversations with families about how we discipline children and if we use 'time out' as this is what they use at home. This is a great opportunity for us talk through our positive guidance strategies and how we like to work alongside our families as</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>best we can ensure that Keiki is a positive experience, and we are setting children up with negotiating and positive social skills for life.</p> <p>We provide opportunities for families to contribute to curriculum decision-making. Educators love to get feedback from families and have their input into what they would like to see implemented. An example of this is when an educator asked the families what they would like to see in the art area. Some parent feedback was to use baskets and jars and different types of storage to make the area look inviting.</p> <p>The younger rooms asked for feedback in changing environments (swapping rooms). Out in the reception area we often have questions for feedback from parents to gain insight into their wants, values and needs. We use Xplor, emails, story posts on Playground, verbal conversation, and face-to-face communication opportunities to gather information.</p> <p>Families are provided with opportunities to provide feedback about the experiences planned for their child. Every post that goes out to families can be commented on. Educators will try to prompt a comment by asking questions or suggesting that they try something at home. There are often small prompts outside the room for families to write on about group experiences too.</p> <p>Families are provided with opportunities to be involved in the daily program as they choose and to attend special events such as Mother's Day morning tea.</p>		
Families are supported	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<p>Information is available to families about our service operations. Our Keiki Website is an amazing source of information for our families which they all have access too. They have access to the Policies through this too. Each family is also provided with a parent handbook, again full of information regarding our service. Families know at any time they can contact us, and we will help supply them with information they may need.</p> <p>Families are kept informed about our quality improvement plans against the National Quality Standards.</p> <p>At Keiki Edgewater we have embarked on a new quality improvement plan system on how we gather our evidence. Each room has different</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>quality area that they are focused on for a month. As part of this they involved families and ask for input into their focus.</p> <p>As mentioned previously after collecting data from the AEDC, we have decided to collect some data of our own to find out the demographics of our families. We would like to find out the professional vocations of our families. This will enable us to support families further for example, we already know that we have families that work at Joondalup Health Campus that depending on their shift can be time poor. For these families we will put more information into the daily journal, as we know that they are unable to stop and chat.</p> <p>We can link families with other services in the community such as In Home Care for families that need childcare after hours or overnight.</p> <p>We maintain current contact details for local support services and share this information with families to support them in their parenting roles. We engage with different services within our community and provide opportunities for families to engage in collaboration with other professionals.</p> <p>Recently we have had a parent information evening about sleeping children which was a huge success – so much so we are running it again. Our next parent information session is about positive guidance and self-regulation, as we have noticed, along with parents, anxiety in our children and the effect that this is having on their behaviour and self-regulation. We are having a lot of families asking for advice.</p> <p>We have families speaking to us recently about behaviours and eating so planning more events like this in the next few months. We access our inclusion support person for advice, phone numbers and links to more advice for families which we send on to them.</p> <p>Our families are sensitively supported and encouraged to access local community services and resources that may be relevant to them. We have recently had discussions with a family regarding their child learning in different ways and supporting them to see why. This was a very sensitive conversation, and we were able to encourage them to</p>		
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			<p>access local services in which they are now involved in and engaging weekly.</p> <p>We have an inclusion support educator with a huge range of knowledge who supports both children and educators with strategies to embed inclusion.</p>		
			<p>All policy changes are explained in detail and communicated to families prior to implementation.</p> <p>Any changes to policies are explained to and communicated to families prior to implementation. There is opportunity for feedback, consultation, and reviews. We do this via Xplor, email and physical copies are available on request.</p>		

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

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Transitions	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	<p>Our children are supported when moving from one group to another, between settings, returning to the service after an absence and transitioning between routines and experiences.</p> <p>Transitions between the rooms are a focused process that are based on the needs of the child. We ensure that the child is supported emotionally, physically, and socially throughout the process. Offering them playdates before officially transitions begin where they go through and play with a group of children their home room and an educator from their home room too. Transitions are flexible and can take as long or short as the child needs.</p> <p>When children return from being away, we offer families opportunities to come in for playdates to build familiarity again before coming in by themselves.</p> <p>Our families are involved in decision-making regarding transitions within the service such as, children moving to a different educator, room, or group.</p> <p>Our parents are a huge part of the transition process. They need to feel just as comfortable as the child does as they are moving too. They need to know where they are going, who the new people are and what the routines are that they can expect. The key educator will contact the parent and start the process of collaborating with them as soon as they know they are going to move through to them.</p> <p>Recently we had a parent that said she felt her child needed a longer transition, so we accommodated this. We try our best to accommodate our family’s needs, along with the needs of the child and service. Ensuring the process is happy, smooth, and collaborative.</p>	☒	☐

			<p>We document and provide developmental summaries of the child's progress towards the learning outcomes when transitioning between different age settings.</p> <p>Through meaningful learning stories and documentation, the educators discuss the learning that children are doing in their current room/environment and where they can see them progressing towards. This information is passed in the next environment.</p> <p>Developmental summaries are also completed mid-year and at the end of the year for all children. - This not only informs the next room, or service of how the children are progressing, but also give the families a holistic understanding of where their child is at.</p>		
			<p>Educators on different shifts communicate with each other about, children's experiences earlier in the day and information shared by families about their child.</p> <p>Educators ensure they know what has been happening for the children they are handing over to families at the end of the day. The educators discuss what the children have been involved in and anything relevant from their key educator that may help their evening preparations. We believe handovers at night and mornings are essential for key moments of our children's day</p>		
			<p>We plan, observe, and reflect upon transitions between routines and experiences to ensure they support and maximise children's learning. Free flow environments at Keiki allow for fluid transitions throughout the day. However, we look at transitions to ensure we can be supporting children's learning and agency as best we can in these times.</p> <p>Currently, we are reflecting on our progressive meal transitions and how that looks for all children, educators, and the cook. Again, we are wanting to ensure we are supporting our whole community of practice as we aim for a beautiful, calm, and engaging dining ritual.</p>		
Access and participation	6.2.2	Effective partnerships support children's access,	We access support and/or participate in professional development to build the skills and expertise necessary to support the inclusion of children with specific health, cultural or developmental requirements. We	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>inclusion, and participation in the program.</p>	<p>utilise any professional development to help us build our knowledge and skills.</p> <p>We collaborate with families, other professionals, therapists, or specialists from inclusion/support agencies to support all children and encourage their participation. We regularly have engaged with outside agencies and invite them into the service., for example, occupational therapist have been invited into our service, so that they can come and see the child in play with us to get a picture of who they are at Keiki. We believe this helps both the child and the specialist get a broader picture and allows for an opportunity to collaborate and be on the “same page” for consistency in strategies. Many of the therapists have thanked us for this opportunity.</p> <p>We ensure professionals/therapists are involved in devising programs for individual children, and shared goals for learning are identified and implemented.</p> <p>Our environments are welcoming to children and families in the community, and enrolment information and procedures are accessible and clear.</p> <p>Right from our tours we explain that we have an open-door policy, and we love to have families visit and join us as much as they want. Our beautiful reception area is warm and inviting and somewhere you just want to stay and relax. With a relaxing couch and open spaces often, our families comment they could just sit and stay.</p> <p>Our enrolment process is all online through a link that is sent out via an email. It is easy to follow, and our families love not to have “lots of paperwork” – which is often the comment! Our recent survey results said that the enrolment process was so easy, warm, and friendly.</p> <p>Plans are developed to support the inclusion of children who require specific health, cultural or developmental support. From enrolment and orientation, we identify, in consultation with families any support children may need. We create plans, and action these before the child starts so that the educators, cook, and if needed Inclusion support process is in</p>		
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			place to ensure the child's and family's needs are being met. We want families to know that their requests and needs are important to us.		
Community engagement	6.2.3	The service builds relationships and engages with its community.	<p>We reflect and incorporate the diversity of the local community across our service operations. Our local community is made up of a vast range of diversity from different backgrounds, cultures, and ethnicity. We recognise and understand the importance of including this diversity into our curriculum to create an inclusive and vibrant environment.</p> <p>We celebrate cultural events such as, St Patricks Day and NAIDOC week to strengthen and development children's social and emotional development. We ask for input and feedback from families for suggestions on their rituals and celebrations are to be as meaningful and authentic as possible.</p> <p>We use community resources to improve the educational program and provide quality learning experiences for each child.</p> <p>We have a very close relationship with our inclusion professional who works for Inclusion WA. She provides us with support and resources to help be inclusive of children with additional needs.</p> <p>We use a range of strategies supplied by inclusion support to help educators support families and create the most inclusive environment so we can support each individual child. The inclusion professional is always on hand for over the phone advice as well as regular visits to the service. She has been able to provide amazing advice and support to staff members in the kindy room as well as meeting with parents to keep them included in the process.</p> <p>We strengthen children's connection with and understanding of their community and community members are invited into our service and our service participates in the local community.</p> <p>range of equipment which they wouldn't normally have had access to at Keiki facilities. This was a great chance to develop their hand eye coordination, body strength and confidence. We had some amazing feedback from parents, children, and staff from both the gym and Keiki.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>We offer incursions where we invite members of the local community into Keiki to enrich children’s learning such as Joondalup Library and Bunnings</p> <p>We have recently developed a reconciliation plan, as a team we have put together actions to work towards to make change, our vision underpins our journey of reconciliation and although we are at the beginning of our journey the whole team is committed. We raise awareness of Aboriginal and Torres Strait Islander and/ or other local communities with our children and families.</p> <p>We have embedded practices throughout the service which celebrate aboriginal culture. An example of this is singing Wanjoo each day as part of our daily rituals. The older children from toddlers and kindy will request this throughout the day and have learned the words and actions. We perform an Acknowledgement to Country each day in the kindy room as part of their school readiness program. The children will take turns to lead this, building both knowledge and respect for the culture as well as building their confidence.</p> <p>Our menu has ‘bush tucker’ themes and ingredients. Each season is recognised and highlighted to parents and children through arts, crafts, and conversations. For our recent Reconciliation Week, the theme was Be Brave. Make Change. Each room took part by having a week’s program of activities to enhance the children’s learning.</p> <p>All children are supported to develop an understanding of their social and cultural heritage. We encourage children and families to provide information regarding their culture, heritage, and home life. This begins at orientation when we sit down with families to get to know them and gain some knowledge and understanding of their beliefs, culture and what’s important to them.</p> <p>We feel it is important to take the time to listen to parents and let them know we are open to suggestions and ideas for the service. This is a chance for educators to incorporate each family input into the curriculum and practices at Keiki.</p>		
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Key improvements sought for Quality Area 6

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.21	Reassessment of fitness and propriety (provider approvals)	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.56	Notice of addition of nominated supervisor	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.56A	Notice of change of a nominated supervisor's name or contact details	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.161	Offence to operate education and care service without nominated supervisor	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.162	Offence to operate education and care service unless responsible person is present	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.164	Offence relating to assistance to family day care educators	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.165	Offence to inadequately supervise children	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.166	Offence to use inappropriate discipline	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.167	Offence relating to protection of children from harm and hazards	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.168	Offence relating to required programs	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.169	Offence relating to staffing arrangements	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.170	Offence relating to unauthorised persons on education and care service premises	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.172	Offence to fail to display prescribed information	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.174	Offence to fail to notify certain information to regulatory authority	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
S.175	Offence relating to requirement to keep enrolment and other documents	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
S.188	Offence to engage person to whom prohibition notice applies	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
S.269	Register of family day care educators, coordinators and assistants	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.31	Condition on service approval-quality improvement plan	7.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.55	Quality improvement plans	7.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.56	Review and revision of quality improvement plans	7.2.1	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.158	Children's attendance record to be kept by approved provider	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.159	Children's attendance record to be kept by family day care educator	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.161	Authorisations to be kept in enrolment record	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.162	Health information to be kept in enrolment record	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.164	Requirement for notice of new persons at residence	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.165	Record of visitors	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.166	Children not to be alone with visitors	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.167	Record of service's compliance	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.168	Education and care service must have policies and procedures	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.169	Additional policies and procedures—family day care service	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.170	Policies and procedures to be followed	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.171	Policies and procedures to be kept available	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
R.172	Notification of change to policies or procedures	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.173	Prescribed information to be displayed	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.174	Time to notify certain circumstances to regulatory authority	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.174A	Prescribed information to be notified to accompany notice	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.175	Prescribed information to be notified to regulatory authority	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.176	Time to notify certain information to regulatory authority	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2	<input type="checkbox"/> Compliant	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.179	Family day care educator to provide documents on leaving service	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.180	Evidence of prescribed insurance	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.181	Confidentiality of records kept by approved provider	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.182	Confidentiality of records kept by family day care educator	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Quality Area 7 – Legislative requirements

National Law and National Regulations		Associated element	Self-assessed status	Actions if non-compliant
			<input checked="" type="checkbox"/> N/A	
R.183	Storage of records and other documents	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.184	Storage of records after service approval transferred	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.185	Law and regulations to be available	7.1.2	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	
R.344 Tasmania	Working with vulnerable people registration – staff members	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.358 Victoria	Working with children check to be read	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	
R.359 Victoria	Criminal history record check to be read and considered	7.1.2	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input checked="" type="checkbox"/> N/A	

Quality Area 7 – Governance and leadership

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

Concept	Element	Identified practice/evidence from self-assessment	Met	Not Met
Service philosophy and purpose	7.1.1 A statement of philosophy guides all aspects of the service's operations.	<p>Our statement of philosophy underpins practice and decision-making for both individual educators and the service, including the planning cycle and approaches to equity and inclusion.</p> <p>Our philosophy is what guides our everyday practice. It is what we turn to and link back to when we make decisions both big and small. For example, our experiences we offer in our programming – the resources we use for them are natural as our philosophy is based on caring for our environment. A core value being “Earth and Sky” – sustainability and helping children to see the value of our natural world. Our practice of being free flow where children have the choice of being inside or outside for most of the day links into our core values of ‘Earth and Sky’ being out in nature and ‘The Whole Child’ as we encourage agency and being in control of their own learning. Our philosophy and therefore our educational practices are drawn from the Reggio Emilia approach. We interpret this approach at Keiki Edgewater as giving unhurried time, and space so children can learn, explore, go back, and revisit an investigation</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>or a focus of thinking as needed at their own pace. It is an approach based on listening rather than talking, where doubt and amazement are welcome factors. Urie Bronfenbrenner is a fundamental theorist to our curriculum. At Keiki we interpret his theory, as the child is located at the centre along with his peers and then relationships of the family, community, and wider social and political environments form around. This really explains our core value of seeing the 'Whole Child' – it is a holistic view of the child. John Bowlby is another theorist that underpins our philosophy; his was the first attachment theorist, who studied the separation anxiety and distress that children experience when separated from their primary caregivers. At Keiki we focus on the concept of a secure base as a key element in the concept of caregiving by our educators. By forming these secure base children will feel safe to venture out into our environments and know that at any time they wish to return to us, they can rely on us being present and available. This is established by creating embedded predictable rituals, care moments that children know and trust that their every need will be met.</p>		
			<p>Educators and families are meaningfully involved in reviews of our statement of philosophy. We like to regularly engage in reviewing our philosophy as a team. As teams grow and change a philosophy which can say the same words can be interpreted in a completely different way. This is the same for our full community of practice – the children and families.</p> <p>Our philosophy went out to the community to review and provide feedback on – How did they feel about it? How did they engage or connect with it? We also sent out our vision statement to our families and ask for their feedback too. This was sent out via email, and as a post on explore and offered as a physical option too. In our Quality Area 7 self-review book there are photos, feedback, and comments of this year's review.</p>		
			<p>When thinking about making changes, setting our personal goals or through any professional discussions we will always link back to our philosophy. How does it link in? For example, when we were looking at changing the Nursery and Babies rooms we talked about our philosophy – being out in nature 'Earth to Sky' – the babies couldn't do this as much</p>		

			<p>as we were aiming for in their current room so the change would align with our philosophy. Recently a courageous conversation with a parent regarding their child playing with water, getting muddy – we were able to highlight how this type of play aligns with our philosophy and the health benefits of outdoor play. This surprised the parent and her thoughts changed – a great desired outcome.</p> <p>When we looked at moving to key educators and we already had John Bowlby as one of our underpinning theorists this was perfect to build on this already established commitment with more knowledge, and understanding, we aligned this with new actions, goals and the desired outcomes has been stronger relationships with children, parents, and families. Smoother transitions into the service, secure attachments and deep reciprocal relationships from where great learning and brain development can come.</p> <p>We regularly review our philosophy statement to ensure it fits with changes to management and staffing, and new knowledge about practice that we have gained.</p> <p>At each induction our philosophy is discussed and explained as to how it looks in practice and the expectation as educators as to how they can execute it on a day-to-day basis. Some of this can be new information and knowledge to our new staff. This is a great time for them to review the philosophy and for us to review it as a team.</p> <p>As mentioned above a group of our words on a page only come alive with the people when people read them and live them, and each group of people will live them slightly differently so we will always relook at how we are going to live our philosophy with each community of practice.</p> <p>Our philosophy is included in the induction process for all staff members and in the enrolment and orientation process for families. Our philosophy goes out to our new employees at a part of their on-boarding for them to read and engage with. During their induction we go more in-depth into how this looks, sounds, and feels in day-to-day practice.</p>		
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			<p>We look at practical ways to implementing our philosophy and how it is embedded in daily practices, and rituals. Families are engaged with how our philosophy is embed through their child’s day, like with free flow, progressive meals, key educators – this is highlighted right from the tour.</p> <p>During the enrolment process they have opportunities and access to read our philosophy via their handbook. We speak to them about how they will see and read it in our learning stories. We send it out for them to review in our annual review also.</p>		
Management systems	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	<p>Our program information is shared in a way that respects the rights of children and families to privacy and confidentiality. Our program used is Xplor. It has systems in place that ensure that privacy and confidentiality remain in place. We can use privacy options that provide warnings regarding children’s rights to not be tagged in stories, options for confidential notes. Different levels of access can be given so that coordinators can see what they need to, and educators can see only what they need to.</p> <p>We have policies and procedures in places that all staff are aware of and have easy access to so that they can ensure they are able to always ensure the safety and confidentiality of children. For example, our Privacy and Confidentiality Policy.</p> <p>Our HR team ensure that every educator is a suitable person to be working with young children, ensuring that relevant documents including working with children checks, police clearances, first aid child protection and visas are in place.</p> <p>The coordinator has been working in the sector for almost 20years and has the knowledge and experience to be the nominated person in charge. The 2IC also has been working in the sector for 14 years and has the knowledge to lead the team, in the absence of the coordinator. The service also has several responsible people that have been placed into the role of person in day-to-day charge, in the absence of the coordinator/ or 2IC</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>We have comprehensive processes in place for informing the regulatory authority about relevant changes as required.</p> <p>At Keiki Edgewater we have firm policies in place which, as the coordinator, I refer to ensure I follow the correct processes for informing the regulatory authority about relevant changes. My role would be to stay up-to-date and then to draft any changes for our Office Manager and who would then review and move forward. This is the benefit of having a Head Office team above myself to turn to for support.</p> <p>Management listens to, document and follow up issues raised by children, families, and other stakeholders.</p> <p>We take all suggestions, concerns and queries raised by parents, staff and children very seriously. At Keiki Edgewater we strive to provide the best practice and care possible, so we welcome feedback and use this in our continual development. When a family raises a concern to us, we ensure to follow through and keep them involved in the process. We recently had a parent who was concerned about the sound level being played in the sleep room, she felt that it was not safe for the music to be played so loud. She also had some queries regarding our sleep routines and policies. After chatting to the educators in the room and the child's key educator, we found that the music playing in the cot rooms were in fact much higher in decibels than they should be. We looked further into this and partook in a sound check in all rooms. We were surprised by how loud the music was being played and found it did not match the safe level of decibels. We shared this information with all educators and now conduct regular checks to ensure the music is within the safe sound limit. We kept in contact with the parent and let her know the steps we were taking to ensure this didn't happen again. We also arranged a meeting with the parent and her child's key educator to discuss her sleep routine and ensuring both the mum and educators were on the same page. The parent gave further feedback to say how pleased she was that we had followed up on the sound in the cot room and was so grateful that we took the time to ensure her child's need were fully met.</p> <p>Families are encouraged to contribute to the development and review of policies and are explicitly informed of policy changes.</p>		
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			<p>We regularly ask families to take part in our policies reviews to ensure they read well, are easy to understand and contain all the relevant and accurate information necessary. We make use of parent's expertise, knowledge and personal experience when reviewing policies. For example we had a parent who worked in Health and Safety, she was happy to help us review our Incident, illness and Injury policy. It was a thorough review, with lots of rewording. She also advised that we added some links for parents to read the legislation</p>		
			<p>All grievances and complaints are investigated and documented in a timely manner and lead to amendments to policies and procedures as required.</p> <p>When a complaint or query comes through, we deal with it then and there if possible. This may be either via a phone call, face to face or email. If the complaint cannot be dealt with at that time, we will respond to the parent letting them know that we will be investigating and will reply to them as soon as we can. If we find that an incident has occurred which is avoidable, we will amend the appropriate policy or procedure.</p>		
Roles and responsibilities	7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	<p>Responsibilities and expectations are communicated to all staff members during their induction process. During our induction process we review the educator's role, responsibilities, and expectations. Clearly defining what is expected of them day-to-day. This includes the curriculum, health, and safety expectations – including emergency drills and situations, signing in and out for shifts, leave applications and sick leave – what to do if you are sick.</p> <p>Maintenance concerns for the building and equipment. Where they can find out policies and procedures throughout the day. If they have concerns what they can do and who to turn to. Introduction to staff. Introduction to the EAP system.</p> <p>We regularly reflect on <input type="checkbox"/> the National Law and National Regulations, <input type="checkbox"/> the National Quality Standards, <input type="checkbox"/> the Early Years Learning Framework and our <input type="checkbox"/> statement of philosophy to ensure all educators have a clear understanding of these guiding documents.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			<p>Throughout our day-to-day practice these documents are reflected on and discussed as a part of our curriculum, daily program, and how we do what we do. As the coordinator, when educators ask a question rather than answer it, I will ask educators to tell me what documentation says. For example, I feel that my role is to support the educators to be solution focused and be able to make strong collaborative decisions, based on the best interests of the children and families in their room, to support the educators to always use the policies and procedures along with the Keiki philosophy to underpin their practice. To allow the educators to have an opportunity to hold professional discussion without being interrupted. Ensuring that educators also feel valued and have a sense of belonging.</p>		
			<p>Our code of conduct and ECA code of ethics are used to inform and evaluate practice. The code of conduct and ECA code of ethics guides our ethical responsibilities as educators and is reflected as we ensure expectations of educators each day in practice, with each other and with families. We refer to these as we engage in and make decisions and reflect on our practice.</p>		
			<p>All staff members can provide feedback on their experience of, and satisfaction with, the service's induction process. At the end of each induction the educators have an opportunity to feedback to the providers on how they feel the induction went. They are given a 'feedback form' which they fill out with directed feedback on each area of the induction. They are submitted anonymously or with their name attached, allowing for educators to feel they can be completely open and honest.</p>		
			<p>We have a comprehensive induction process for all educators and staff, including relief educators, students, and support workers.</p> <p>At Keiki we have a basic induction into the service that takes an educator through the specifics for that service. This is carried out by the coordinator, 2IC, or responsible person to ensure the person knows what to do. During this time – as mentioned above we review the educator's role, responsibilities, and expectations. Clearly defining what is expected of them day-to-day. This includes the curriculum, health, and safety expectations – including emergency drills and situations, signing in and out for shifts, leave applications and sick leave – what to do if you are</p>		

			<p>sick. How to inform of any maintenance concerns for the building and equipment. Where they can find out policies and procedures throughout the day. If they have concerns what they can do and who to turn to. Introduction to staff. Introduction to the EAP system. For relief educators and students this is altered to fit their needs/duties and expectations.</p> <p>In addition to that we have a 2-to-3-hour induction that goes over health and safety in-depth to keep them safe e.g., safe lifting. There is a specific part dedicated to our Access EAP which is program to create mentally healthy and thriving workplaces. The induction is run by our HR department.</p> <p>We also give each of the educators a new employee welcome gift kit which includes a Keiki hat, Access EAP guidelines and support, Philosophy handout that backs up what was discussed, a notebook and a cute teabag.</p>		
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Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element		Identified practice/evidence from self-assessment	Met	Not Met
Continuous improvement	7.2.1	There is an effective self-assessment and quality improvement process in place.	<p>We collect and use information from a range of sources as part of our process of self-assessment and planning for quality improvements.</p> <p>We collect and use valued information from a range of sources to ensure we are creating the best environment possible. Family input is a big factor in our quality improvement, we ask families for their feedback and suggestions for all areas of our service.</p> <p>Educators are regularly asked to reflect on practices, procedures, and policies to find ways in which things could be better or more efficient. From working with Childcare Experts, we were able to look to them for guidance as to how we can improve in our self-assessment process overall. They supported us by accessing each Quality Area and helping create a self-assessment document. The service uses the self-assessment as a document to ensure focus and direction. Enabling the team to add achievements and areas of improvement needed to work on.</p> <p>As a service we are using the self-assessment document to collate evidence gathered, each room may do things a little differently depending on the needs of the children and families, so it is important that all rooms and all educators have input, this is then collated and added to the self-assessment tool by the coordinator/ 2IC in collaboration with the team.</p> <p>We are currently working with the Cancer Council to update our sun protection policy to ensure we have the most accurate and up to date information for our Edgewater service. Edgewater is uniquely designed, the garden has areas of total shade throughout the whole day, children are not exposed to harsh elements of the weather, for example the sun. The Cancer Council are providing us with UV readings to determine which areas in our uniquely designed garden/outdoor area require the staff and children to wear hats and sunscreen. We are conducting these tests to ensure not only are the children completely protected but also to stop unnecessarily applying sun cream, reducing waste and stops the</p>	☒	☐

			<p>negative effects on children’s skin. We are looking at what is best for the children, thinking about their rights, their skin, and the feedback from parents about how many times their children end up rubbing it in their eyes.</p>		
			<p>We use reflections on children’s learning and development to plan, implement and evaluate programs and to support children in achieving outcomes.</p>		
			<p>We have recently been reflecting on children’s learning outcomes and how their mid-year learning summaries can be used to support where their next aspirations could come from. We look at the children’s learning cycles and use it to guide their next development cycle, ensuring the outcomes and developmental milestones are being supported and given opportunities to aspire to reach them.</p>		
			<p>As we evaluate our program, we look at how valuable the program was for children and what we would do differently next time to continually looking for areas of improvement for better outcomes.</p>		
			<p>Our educational leader supports educators to engage in reflective practice to refine strategies and to create and sustain improvements. Being reflective is a big part of our day-to-day practice here at Keiki. A lot of it happens in the moment as the educational leader will ask ‘why did you do it that way’ or ‘what made you ask that’ to encourage educators to engage in the ‘why’ of what they are doing to find improvements.</p>		
			<p>The views and suggestions of our educators, children and families are considered and used to inform the development and review of our philosophy, quality improvement planning processes, including self-assessments.</p> <p>Self-assessment and Quality Improvement is a collaborative approach. Often areas in which we look for improvement will come from something that someone suggests! It normally just takes someone to says one thing which starts a ‘ball rolling’ and a reflective, professional conversation and process comes about.</p>		

			<p>A parent once suggested that we have our photos up outside the rooms, so they know who in the room each day. This has grown from a photo frame that holds all the team to individual photos that can be easily moved if they move rooms for a day to also putting a message up to families on Xplor – a full reflective process from a simple suggestion.</p>		
			<p>We align our program delivery with self-assessment and quality improvement planning. We believe that self-assessment, quality improvement and the program are all intertwined. Each feeds the other, therefore we use all three in unison. The educators support children’s growth and learning as they do this the reflect on their teaching, practice, environments, and program – this is the cycle that feeds the self-assessment and quality improvement.</p>		
Educational leadership	7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	<p>We support our educational leader to have opportunities for discussions with educators, provide mentoring, lead reflective practice, and realise the intent of their role. At Keiki Edgewater our educational leaders have 2 to 3 days dedicated to supporting educators on and off the floor. Due to the size of the service and the large amount of educators, Edgewater currently have 2 educational leaders This time is used to check with programming needs, one-on-one discussions, leading change and going over the program. The leaders will review stories and see where they can facilitate support best.</p> <p>Each week, time is spent with the coordinator checking in on upcoming events, expectations, what is needed in the rooms, where the current pressures are and where we need to target our energies too. We will look at the trainees and what they need. Check in on expectations, supervision, and incidences regarding overall safety of the children. We go over what is the main priorities for the leadership team and how best can we facilitate this.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<p>Our educational leader assists all educators to promote children’s learning and development and, when necessary, facilitate discussions with families.</p> <p>The educational leaders are available and will assist all educators to promote the children’s learning and development by reviewing learning stories supporting them to really engage in the deeper learning that is</p>		

			<p>taking place, linking to documentation, and using the learning outcomes to lead the stories rather than just as 'tags' at the end of the story. This means that the families can see the link between the learning outcome as a 'tag' and how it is meaningful within their child's learning. If needed the educational mentor will support educators to have courageous conversations with families or will facilitate them herself.</p>		
			<p>Our educational leader leads the development of effective programs within our service and ensures that the planning cycle is implemented effectively.</p> <p>Our educational leaders review the programs and reflects on their effectiveness for children, families, and educators. They look at the planning cycle ensuring that it is being fully implemented. They will take her notes back and catch up one on one with educators to see if or how they need support.</p>		
			<p>Our educational leaders support and build all educators' understandings of how to assess, plan for and evaluate children's learning, including supporting the development of documentation that is meaningful and relevant. As the educational leaders review stories, they will reflect on how deeper meaning or learning could be pulled out for that child. They will look at the extension and see if it is developmentally appropriate – this is where she takes the opportunity to support and build on educators learning and knowledge, pointing them in the right direction to read and reflect on readings, documentation, and other information to find the best or more relevant learning for that individual.</p>		
			<p>Our educators are mentored and supported through professional learning communities, positive organisational culture, and professional conversations. At Keiki Edgewater we have a great collaborative culture. We have lots of fun, we engage in professional development together like the Reggio development day with Childcare Experts</p> <p>Our team engages in positive professional pedagogical conversations via face-to-face every day, but we also make lots of use of our private Facebook page where we reflect and engage in conversations about readings, quotes, thoughts, ideas and other early childhood related</p>		

			topics. We are always keen to gather at and outside the service in social events too and call ourselves the Keiki Crew!		
Development of professionals	7.2.3	Educators, co-ordinators, and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.	All staff members and educators receive ongoing feedback about their performance and are supported to improve practice. Through catch ups and face-to-face educators receive constructive feedback on their practice and are supported as to where to go next. As the coordinator I like to support them in achieving their goals by giving them the tools to succeed. Through professional development plans I support educators to use their strengths and build on their areas that need further support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			Our performance processes identify strengths and areas for development, and these areas for development are addressed. Working with educators' strengths is the only way we believe educators will engage in improving their practice in other areas. By implementing the above way of going about the appraisal process where educators have an inquiry based on their passions, they are more likely to engage in it meaningfully. Then when weaving in performance elements for development it can be done in a positive, achievable, and engaging manor.		
			Our performance review process contributes to planning for all educators learning and further development. It also always for flexibility in where they want to take their further development as they may finish an action which takes them off down a tangent that really sparked a whole new line of inquiry, development, and learning.		
			The effort, contribution and achievements of all staff and educators are acknowledged and celebrated. It is important that the educators receive a thank you each day as they leave for the day. Leaders are heard acknowledging that each day they work hard, and we appreciate everything they do. Acknowledging when educators achieve a development in their learning.		

Key improvements sought for Quality Area 7

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	During cancer council WA visit it was identified that there were different UV meter readings in different parts of the garden. Questioning the need for sunscreen for the younger children.	Advice on whether babies and nursery children need to apply sun protection, when the rest of the outdoor area is reading 3 or above, so does their environment provide enough shade from the harsh UV	Low	Purchase a UV meter reader as advised by cancer council WA	Appropriate policy in place that states we will use the UV meter daily instead of relying on myuv.com.au. This giving a more accurate policy	November 2022	Cancer council WA has produced a report that has been sent to the managers at Keiki for review