

File Reference:
(if applicable)



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service Name Modbury South Preschool

Service Approval Number SE-00010651

Provider Name Department for Education

Provider Approval Number PR-00006069

Assessment & Rating Number ASR-00034939

Report Status Final

Date Report Completed 7 December 2021

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

Further information on how ratings are determined is available in the [Guide to the National Quality Framework](#) (Chapter 3: Part 3-Assessment and rating process) available on the ACECQA website at www.acecqa.gov.au.

Assessment and rating visit details

Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor	Denise Squire		
Educational Leader/s	Denise Squire		
Primary Contact (for assessment & rating)	Denise Squire		
Quality Improvement Plan Date Received	21 September 2021		

Visit/s

Visit Date/s	12 October 2021
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Authorised officers

Name 1	Shannon Osborne
Name 2	Kerren Grant

Further information (if applicable)

Modbury South Preschool is a Department for Education (the department) service located on the site of Modbury South Pre-Year 7 School (the school). Children enrolled attend on Monday, Tuesday and half a day on Wednesday. The preschool is part of the Modbury partnership and is supported with regular visits from the department early childhood leader (ECL). An assessment and rating visit was conducted in 2019 and the service was rated as Working Towards National Quality Standard (NQS).

The acting principal was appointed to the role at the commencement of Term 3, 2021 and is the service's nominated supervisor (NS) and educational leader (EL). The service employs an early childhood teacher (ECT) who has been in the role for approximately nine months. The assessment and rating visit (the visit) took place over one day, with authorised officers (AOs) observing educator practice, sighting documentation and holding discussions with the principal and ECT.

As this is a reassessment of the service, the approved provider is advised to read this report in conjunction with the current Preschool Quality Improvement Plan (PQIP) and the 2019 assessment and rating report.

Summary comments

Quality Area 1 – Educational program and practice

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

Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 1.1 is rated

Meeting NQS

Evidence for Standard 1.1

The educational program enhances each child's learning and development. Practices regarding the educational program have been assessed as Meeting NQS. This is based on the following evidence:

The service develops their program on a template in a floor book each fortnight with a different focus each term. The program documents children's learning and development across *Belonging, being and becoming: the early years learning framework for Australia* (EYLF) learning outcomes, the Keeping safe: child protection curriculum and Indicators of Preschool Numeracy and Literacy (IPLN). Planned experiences link to the service's PQIP 'challenge of practice' goal and learning activities that extend from child's interests and ideas. During discussions, the ECT explained that as a new team, documenting the program and children's learning this year has resulted in a variety of approaches as the ECT and school services officer (SSO) find a balance of what works for them (as mentioned in Standard 4.1). This has resulted in children's observations being documented anecdotally using post-it notes, jottings directly into the floor book or service diary and in children's individual portfolio books. An observation template is sometimes used to document focus children's planned and spontaneous learning, with the template recently updated after feedback from the ECL (as mentioned in Standard 1.3). The program is evaluated either on a two week or four-week basis directly into the floor book or using a template that identifies the programmed experiences, incidental experiences and IPLN. At times, educators identify questions and ponderings that are used to inform the program.

Curriculum decision making is informed by input from families through a 'child profile' form completed in Term 1, notes from children's voice/interests that are recorded directly onto the

program template, the program evaluation and educator's observations of children. The principal explained once an observation is completed, the ECT, SSO and principal will discuss potential planned experiences and determine if the activity is reflective of the child's interest and then add it to the program. Although, as discussed in Standard 1.3, there was limited documentation recorded of these discussions. The program provides opportunities for children to be involved in experiences based on the school site to build continuity between the preschool and school. These include excursions to the school Stephanie Alexander Kitchen Garden, the gymnasium and library.

Children's home language is incorporated into the morning meeting in response to the children's cultural backgrounds (as mentioned in Standard 1.3 and 5.1). The ECT explained that children are directly consulted about what they would like to have included in the program. For example, children were asked what their favourite games were, with educators documenting this in the service's floor book. In another example, child's voice on the program identified that children were interested in creating a cubby house. This was extended on in the following weeks program, with educators adding different resources for children to build a cubby in new ways.

Educators were observed mostly organising the program and routines to maximise opportunities for children's learning. For example, educators provided children with opportunities to make predictions during the morning meeting time on the UV rating for the day, with the ECT asking children to recall what the ultraviolet (UV) was on the previous day. Children were then given the opportunity to predict and determine how many children were in attendance, with a child observed leading a head count of the group before transitioning to the library for story time and book borrowing. Although, during the visit to the library, children were observed becoming restless, with one child jumping up and down on the mat and with an educator asking the child to 'Sit quietly'.

The daily routine offers predictability for children while supporting periods of uninterrupted play. For example, mealtimes were observed to continue for approximately 50 minutes in which all children sat down and ate in an unhurried and calm manner.

Quality Improvement Plan notes for Standard 1.1

It is recommended that educators:

- ensure all aspects of the routine, including excursions to the library are organised in ways that support children's engagement and limit waiting times.

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

Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 1.2 is rated Meeting NQS

Evidence for Standard 1.2

Educators facilitate and extend each child's learning and development. Practices regarding this Standard have been assessed as Meeting NQS. This is based on the following evidence:

Educators are deliberate, purposeful and thoughtful in their decisions and actions. For example, the ECT explained that elements of the environment are set-up to intentionally promote individual or small group play, such as only providing two chairs at a story table and creating a large open space in the block area. Table-top provocations were set-up with loose parts for children to sort and classify and numbered rocks were set-up along with a light table with beading and patterning experiences. The principal discussed that resources are intentionally selected to provide opportunities for educators to scaffold children's learning based on the service's PQIP goals.

A variety of experiences were set-up for children to engage in that were responsive to their interests and ideas. For example, the ECT explained that educators noticed children developing an interest in insects and incorporated investigating the life cycle of a moth into the fortnightly plan. Scientific tools, such as a microscope were used to support children's inquiry into this area of interest and books were sourced from the library to further develop their knowledge. The ECT explained that if an educator does not know the answer to a child's questions, they will research the information online or in books.

Educators were observed sitting with children and engaging them in conversations that promoted high level thinking and hypothesising. For example, a small group of children were racing toy cars down a track and watching the cars flip over with a child commenting to the ECT 'It's coming down'. The ECT reframed this response to 'It's descending'. The ECT explained to AOs that throughout Term 3, an ice cream shop was planned to promote dramatic play opportunities. Children experimented

with money and symbols through play, with educators promoting the use of mathematical concepts in language, linking to the service's PQIP goal.

Educators were observed responding to children's ideas and interests with open-ended questions during spontaneous teaching moments. For example, educators extended children's play by offering water to children observed to be playing with ocean animals and suggested borrowing library books on sea creatures. In another example, an educator supported a small group of children to add complexity to a racetrack they were building to incorporate higher levels of difficulty to engage children in developing new skills.

Each child's agency is promoted. For example, a child was observed indicating to an educator they wanted to climb a tree. The educator supported this by guiding the child to ensure they did not fall. In another example, children were supported to independently access resources of their own choice both inside and outside. As mentioned in Standard 1.1, during the morning meeting, children have the opportunity to inform educators about what resources and activities they would like to participate in. The ECT explained that this is also supported through the open shelving, so children have the choice to self-select resources to direct their own learning.

During progressive mealtimes, an educator was observed sitting at the children's level, showing genuine interest in their stories and extending these by asking open-ended questions and providing positive feedback. For example, when a child was sharing a story of his mother being stung by an insect, the educator responded, 'How did it happen?' and waited patiently for the child to explain.

Quality Improvement Plan notes for Standard 1.2

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Not Met
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

Standard 1.3 is rated

Working Towards NQS

Evidence for Standard 1.3

Educators are beginning to take a planned and reflective approach to implementing the program. Practices regarding assessment and planning have been assessed as Working Towards NQS. This is based on the following evidence:

As mentioned in Standard 1.1, educators have mostly documented observations of children through anecdotal post-it notes, jottings in the service diary, in children's individual portfolio books and at times, using an observation template. AOs sighted some mid-year statements of learning, assessing children's learning against the IPLN and some individual learning plans (ILP) that capture children's goals, strengths and educator reflections. However, ongoing cycles of planning were not evident for each child. AOs provided an opportunity for the service to email planning cycles for two children after the visit, with evidence emailed to the AO on 14 October 2021. The planning cycles identified how children's interests informed the group plan with the analysis of learning remaining brief. Furthermore, it was clear some of the evidence emailed to the AO had been added after the visit with post-it notes sighted in the service diary that were not present in original photographs taken by the AO.

As mentioned in Standard 7.2, on the day of the visit, the principal and ECT found it challenging to articulate the process of how each child's learning and development is documented as part of an ongoing cycle of planning. AOs observed a range of documentation, noting that observations of children's learning were brief and did not always capture an analysis or provide future learning opportunities. Children's individual portfolios mainly focused on group experiences, where the participation and learning of children as a group rather than an individual was documented. A checklist was sighted by AOs that assists educators to track observations completed each term, with gaps identified for some children. The principal explained that focus children are discussed during the weekly staff meeting, but these discussions are not always documented. AOs provided the service with an opportunity to email additional staff meeting minutes after the visit. An agenda was emailed to an AO on 14 October 2021, documenting discussions on an individual child that were based on building strategies for educators to document ongoing observations and did not analyse learning or provide follow-up planning opportunities for this child.

During discussions the ECT explained the service's ECL has recently provided feedback that there were gaps in children's planning cycles. As a response, the ECT changed the observation template to include an analysis and future planning steps for children in the middle of Term 3. At times, after this template changed, educators were beginning to document some children's learning as part of a cycle of planning.

The principal explained that a lot of reflection had occurred recently as part of the service's continuous improvement journey. For example, educators reflected on their documentation process and in response, introduced a colour-coded template (reflecting the colours of the NQS Standards) to easily pinpoint where areas of improvement are required. For example, a green template was sighted for Quality Area 1 reflections on the program, in which educators had identified the need to consider an analysis as part of the programming cycle. A pink template was also sighted where educators reflected on the physical environment and reduced clutter to enable more open-ended play. Staff meetings are opportunities for educators to reflect as a team, with the principal explaining that these conversations have become part of the daily routine. Furthermore, the principal stated photographs and videos assist educators in reflecting on learning opportunities and can initiate reflective discussions.

Families are informed about the program and their child's progress through access to children's individual portfolios, which they are encouraged to take home to view. Displays in the indoor environment included children's artwork and photographs of children engaged in play experiences that were linked to EYLF outcomes and IPLN. The fortnightly program was displayed in the entrance, along with a notice board with information about events occurring in the service. Educators were observed exchanging information with families about the educational program when inquiring how to pronounce some words in Kurdish (as mentioned in Standard 6.1).

Quality Improvement Plan notes for Standard 1.3

It is recommended educators:

- continue with the processes recently introduced to support the implementation of an ongoing cycle of planning for each child

It is recommended the educational leader:

- supports educators to understand all steps of the planning cycle when planning and implementing programs for each child or a group of children.

Quality Area 1 summary

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

No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

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

Yes

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

Yes

Quality Area 1 is rated

Working Towards NQS

Quality Area 2 – Children’s health and safety

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

Demonstration of Exceeding themes for Standard 2.1	
Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 2.1 is rated	Meeting NQS
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Evidence for Standard 2.1

Each child’s health and physical activity is supported and promoted. Practices regarding children’s health have been assessed as Meeting NQS. This is based on the following evidence:

The service provides spaces for children to engage in rest and quiet play experiences. Multiple areas were set-up indoors with couches and cushions with additional cushions and blankets accessible on shelving and in a woven basket. An educator and child were observed sitting together on the couch reading a story after the child's arrival. This experience supported the child to settle and develop a sense of belonging and comfort in the environment. As part of the daily routine, educators provide relaxation opportunities including quiet rest and reading and experiences each afternoon.

The service promotes children’s health and hygiene through the implementation of a range of practices, policies and procedures. For example, children were supported by educators to wash their hands with soap and water before eating and after personal care routines. Signs were displayed around the service and in the bathroom as visual reminders of when to wash your hands. The ECT explained that educators have spontaneous conversations with children about catching coughs, sneezing into their arms and when it is important to wash their hands. A song ‘tops and bottoms and in between’ has been introduced to the children to support handwashing practices.

The principal and ECT discussed children’s health requirements with AOs, with a child’s medical management plan, risk minimisation and communication plan sighted along with current medication. The service's emergency EpiPen, asthma medication and children’s medications were easily accessible and stored appropriately.

Up-to-date first aid kits were available and educators hold approved first aid, asthma and anaphylaxis certificates. The service effectively manages children's injuries ensuring first aid records are completed for all minor injuries with parents informed when an accident occurs.

The service promotes healthy eating to children and families through the Stephanie Alexander Kitchen Garden, newsletter articles, displays around the service and information in the parent handbook. Although healthy eating is promoted in a range of ways, AOs observed multiple children eating packets of chips, chocolates and biscuits for morning snack.

A variety of physical experiences were set-up for children to give them the opportunity to develop their gross and fine motor skills. Some of the physical experiences offered to children included balancing and climbing on an obstacle course, using a range of equipment for digging in the sandpit, tree climbing and hula hoops.

Quality Improvement Plan notes for Standard 2.1

It is recommended the service:

- continue to promote healthy eating and encourage families to provide food that is consistent with the Australian Government guidelines and/or Australian Dietary guidelines: <https://www.eatforhealth.gov.au/guidelines> and focus on developing respectful relationships and support families in their parenting role.

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

Demonstration of Exceeding themes for Standard 2.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Each child is protected. Practices regarding children's safety have been assessed as Meeting NQS. This is based on the following evidence:

A variety of precautions are taken to ensure children are protected from harm and hazard including:

- conducting risk assessments for risky play, such as tree climbing, resources, incursions and excursions. Risk assessments were sighted for Animal Capers, Adelaide Metro dirty bus wash and the Stephanie Alexander Kitchen Garden program
- involving children in identifying hazards in the environment and what safety measures can be taken
- conducting quarterly playground safety inspections
- completing daily outdoor and indoor checklists
- completing cleaning checklists
- promoting sun safe practices
- storing hazardous products and materials out of reach of children
- regular pest and vermin inspections
- collecting enrolment records that include authorisations and children's health information.

Educators have reflected on their supervision practices since the last assessment and rating visit with an upgrade of the outdoor environment to provide open spaces with clear visibility and line of sight of all children. On the day of the visit, at all times, educators were observed positioning themselves and implementing appropriate levels of supervision based on group dynamics and the nature of learning experiences set-up.

Evacuation and invacuation procedures are practised regularly. It was explained that rehearsals take place with the primary school and separately as a preschool site. Roles and responsibilities during an

emergency rehearsal are clearly outlined, along with children who may need additional support. Although, documentation of rehearsals was brief, identifying the date and whether the rehearsal was completed at the preschool or with the school.

Educators are aware of their roles and responsibilities to identify and respond to children at risk of abuse and neglect with educators completing Responding to Abuse and Neglect in Education and Care (RAN-EC). The phone number for the Child Abuse Report Line (CARL) was displayed in the office and a fact sheet, phone number and information on how to report is located in the Temporary Relief Teacher (TRT) information for preschool folder. Keeping safe: child protection curriculum is included within the educational program.

Quality Improvement Plan notes for Standard 2.2

It is recommended educators

- consider documenting an evaluation of each emergency rehearsal to identify any changes or improvements that can be made to further ensure children's safety.

Quality Area 2 summary

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The design of the facilities is appropriate for the operation of the service. Practices regarding the design of the physical environment have been assessed as Meeting NQS. This is based on the following evidence:

The service is located adjacent to the school site and has one main room that leads to an outdoor space with outdoor toilets and disabled toilet/nappy change room. The service has a small kitchen and an office space for programming and administration duties.

The indoor space is open plan and educators have designed and divided the space into a range of learning areas. The room had a range of furniture, materials and resources with access to small tables, chairs and mat areas suitable to support the access and inclusion of all children.

As previously mentioned in Standard 2.2, the service has made some changes to the outdoor environment to support supervision practices since the last assessment and rating visit. The changes included, relocation of the swings, raising the cubby roof height, relocating garden beds, replacing pavers and adding a meeting space. There is a grassed area for running and ball games.

A verandah is attached to the preschool building and there are trees to provide shade and protection to children in hot and wet weather. The indoor environment has adequate natural light through windows at each end of the building and sufficient ventilation with fresh air able to flow through windows and open doors. Heating and cooling systems are in place if needed as well as artificial lighting. Access to the preschool building is through a side gate, with stairs and a ramp provided to ensure access to families with diverse physical abilities.

The service premises, furniture and equipment appeared safe, clean and well maintained. Educators regularly conduct safety checks to ensure the environment and resources are clean and safe to be

used by children and monitor the maintenance of the building and equipment. The ECT explained that earlier this year heating and cooling appliances were replaced and the ceiling was repaired due to water damage.

Professional cleaners attend the service each night and educators are responsible for maintaining a clean environment throughout the day. Educators were observed encouraging children to assist in keeping the environment clean.

Quality Improvement Plan notes for Standard 3.1

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

Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The service environment is inclusive, promotes competence and supports exploration and play-based learning. Practices regarding the use of the physical environment have been assessed as Meeting NQS. This is based on the following evidence:

Educators provide a variety of open-ended resources, materials and equipment that children use in multiple ways to support their exploration, problem solving and creativity. For example, a craft table was set-up with many items including, loose parts, recycled materials, stickers, recycled coloured paper, drawing utensils, sticky tape and glue. Children were observed engaged in play for extended periods of time, using their creative and problem solving skills while following their individual ideas and interests. As mentioned in Standard 1.2, resources were provided and intentionally arranged for creative experiences, construction, matching games and playdough with natural materials. In the outdoor environment, movable climbing equipment was set-up on the grass with children observed adding resources collected from the shed to make an obstacle course to extend their play ideas.

As mentioned in Standard 1.1 and 6.2, the service accesses spaces within the school to provide further opportunities for children to engage in play-based learning experiences to support their exploration. For example, visits to the shared vegetable and tea garden, where children have the opportunity to engage in planting, caring for and harvesting produce. The ECT explained that children like smelling the range of leaves that grow in the tea garden.

Educators set-up indoor and outdoor spaces to promote children's participation and extend their learning through planned experiences, as documented in the educational program. Experiences set-up on the day of the visit were engaging for children and educators shared how some experiences had been provided following children's interests. A range of resources were available and they were

sufficient in number. Most resources available were open-ended and promoted access for all children. For example, during morning play, children were observed exploring the resources that were available including but not limited to, playdough with natural materials, plastic disks, gems and pom poms to sort and count. Outdoors, children bathed dolls, played on the swings, dug and added buckets of water to the sandpit, found insects and added a track to the obstacle course.

Sustainability continues to be promoted at the service. The school has a focus on sustainability and the primary school children share sustainable practices at whole school assemblies that preschool children have attended. Educators encourage families to play an active role by sharing sustainable ideas in the newsletter and by donating recycled items for children's experiences. The outdoor space contains gardens with shrubs, flowering plants, established trees and a herb garden which children water and care for. Educators discussed that sustainable practices include:

- composting food scraps
- feeding the chickens food scraps and collecting eggs
- using rainwater for water play
- caring for the shared vegetable and tea garden by planting, watering and harvesting produce
- collecting loose parts to use in experiences
- having bins for green waste, general waste and recycling
- engaging children in conversations about what can be recycled and what happens to items when they are recycled.

Quality Improvement Plan notes for Standard 3.2

Quality Area 3 summary

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

Staffing arrangements enhance children's learning and development. Practices regarding staffing arrangements have been assessed as Meeting NQS. This is based on the following evidence:

The service team consists of four educators, including the ECT, an SSO with a certificate III qualification and two diploma qualified bilingual school services officers (BSSO). The principal covers breaks which promotes continuity for children. The service uses a regular TRT to strengthen consistency. As mentioned in Standard 1.1 and 7.1, the ECT has been employed for approximately nine months, the BSSOs have been employed since the start of the school year and the principal was appointed as acting principal at the start of Term 2. The SSO has a permanent role at the preschool, working in this position for seven years. At the time of the visit, it was explained by the principal that with the exception of the SSO, staffing arrangements were unknown for 2022, although all educators have expressed an interest to stay on.

On the day of the visit, educator-to-child ratios were above minimum requirements. The two BSSO educators are employed and rostered one day each to support children with language barriers. All educators have up-to-date first aid and CPR training, RAN-EC training and hold current Working With Children Checks (WWCC). The service has three qualified teachers, including the principal, the ECT and the regular TRT, two diploma trained BSSOs and a certificate three trained SSO. Although, not all educator qualifications were available on the day of the visit. On 14 October 2021, the qualifications for the ECT, principal and two BSSOs, were emailed to the AO, with the service offered a minor adjustment.

A display in the indoor environment has photos of the preschool staff, including the principal, ECT, SSO, BSSO and a relief TRT with a sign placed under their name, identifying their position.

The ECT and SSO are provided with adequate programming time together and individually to document children's learning. The ECT and SSO are rostered off the floor on Wednesday afternoons and the ECT has additional time on Thursdays to complete administration tasks. The ECT and SSO attend a structured meeting with a set agenda each Wednesday afternoon with the principal. The principal explained this meeting has supported her in her new role and provides time to review processes, policies and procedures as well as discuss focus children. The meetings also ensure there is support for the ECT and SSO in providing continuity of learning between the preschool and the school.

Quality Improvement Plan notes for Standard 4.1

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

Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.2 is rated Meeting NQS

Evidence for Standard 4.2

Management, educators and staff are deliberate, respectful and ethical. Practices regarding professionalism have been assessed as Meeting NQS. This is based on the following evidence:

Positive working relationships were observed with educators engaging in respectful conversations, supporting each other and communicating when completing tasks, organising breaks and discussing aspects of supervision. The ECT explained that as a new team, a level of trust and respect has been developed using a strengths-based approach. This has been supported by the ECT and SSO sharing a similar pedagogical philosophy. The principal explained that the SSO was excited and enthusiastic to have a consistent team.

There is a collaborative relationship between the Modbury partnership, with the ECL regularly visiting the service. As mentioned in Standard 1.3, feedback from the ECL that identified gaps in the programming cycle has led to recent changes in children’s observations templates. The principal discussed the ECT being provided with opportunities to attend regular partnership meetings (as discussed in Standard 7.2). The ECT is part of the professional learning community in the junior/primary school. This role supports the ECT in building leadership skills and in providing continuity of learning from the preschool to school (as mentioned in Standard 6.2).

The ECT explained that professional standards that guide practice, interactions and relationships include:

- Australian Institute for Teaching and School Leadership (AITSL)
- UN Convention on the Rights of the Child
- the department’s ‘Talk, play, read’ resource to improve teaching practice for young Aboriginal children’s literacy achievement
- the service philosophy
- NQS
- EYLF
- IPLN
- Keeping safe: child protection curriculum.

Quality Area 4 summary

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 5.1 is rated

Meeting NQS

Evidence for Standard 5.1

Respectful and equitable relationships are maintained with each child. Practices regarding relationships between educators and children have been assessed as Meeting NQS. This is based on the following evidence:

Educators were observed warmly greeting children upon arrival and supporting children to write their names to 'sign in', put their belongings away and move into self-directed play. Children demonstrated they were comfortable with educators by regularly approaching them or addressing them by their names to ask for assistance or request resources. For example, one child requested hula hoops, which the ECT retrieved out of storage. In another example, a child requested water for their play with the educator responding and involving the child in the process, asking open-ended questions about how much water they required and then supported the child to carry the bucket of water back to their play in the sandpit.

Educators encouraged children to share their stories and ideas. For example, during a mealtime a child shared an extended story about his mother being in hospital, with the educator responding with supportive and inquisitive questions and showing a concerned interest in the story.

Educators responded positively and engaged in interactions to develop children's sense of security. For example, the ECT was observed giving a child a high-five and positively acknowledging their successful transition into the environment.

The dignity and rights of the child are maintained. The ECT explained that educators have identified potential triggers and support strategies for a child with a behaviour management plan. These are documented and displayed, so all educators are aware of how to guide and support positive interactions and play. For example, the child has a private space made available to them with

activities and cushions set-up to support them to regulate their behaviour and emotions. The ECT explained that educators are respectful when a child is toilet training, ensuring any accidents are handled discreetly.

Children are supported to make choices and are viewed as capable and competent when engaged in an experience with an element of risk. For example, a child was observed asking an educator for assistance to climb a tree. The educator responded, 'I know you can do it on your own', with the child observed re-attempting to climb the tree. When the child succeeded the educator responded with praise.

Quality Improvement Plan notes for Standard 5.1

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
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.	Met

Demonstration of Exceeding themes for Standard 5.2	
Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 5.2 is rated	Meeting NQS
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Evidence for Standard 5.2

Each child is supported to build and maintain sensitive and responsive relationships. Practices regarding relationships between children have been assessed as Meeting NQS. This is based on the following evidence:

The program and environment are designed to support children to collaborate, learn and help each other. For example, children were observed initiating and joining in small group play with familiar peers to build a racetrack, taking it in turns to push their car around the track (as mentioned in Standard 1.2). The group then worked together to add extra pieces of track to extend it, adding more challenging elements to their play. When one child left the game, his peer questioned where he had gone and encouraged them to return to play. In another example, a group of children collaborated during socio-dramatic play at a baby bath station in the outdoor environment. The children took turns to wash and dry doll clothes and hung them out to dry while discussing babies. During a painting activity in the outdoor environment, children were observed engaging in leisurely conversation while working, with an educator joining them to support further collaboration between children.

Educators supported children during moments of conflict. For example, a child who was distressed over missing out on a turn on the swing was observed approaching an educator. The educator responded by listening empathetically as the child expressed their concern and acknowledged their feelings, provided comfort with a hug and redirected the child's play. In another example, a child was observed explaining to an educator they were concerned there were no baby doll clothes left to wash. An educator responded by finding the child more doll clothes so the child could complete the task alongside her peers.

Children are supported to identify their feelings, rights and responsibilities to help self-regulate their emotions during times of conflict. For example, the ECT and SSO role-played a scenario in front of children during a morning meeting, to support children's understanding that others may not always wish to play with them. Educators promote sayings such as, 'Stop it, I don't like it', with the ECT

explaining she encourages children to take it 'one step further' by respectfully walking away, having 'thinking time' or talking to a teacher. These strategies were shared with parents to implement in the home environment.

Quality Improvement Plan notes for Standard 5.2

Quality Area 5 summary

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

No

Quality Area 5 is rated

Meeting NQS

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
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.	Met
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 6.1 is rated

Meeting NQS

Evidence for Standard 6.1

Respectful relationships with families are developed and maintained and families are supported in their parenting role. Practices regarding supportive relationships with families have been assessed as Meeting NQS. This is based on the following evidence:

Prospective parents are encouraged to complete a preschool registration of interest form, with the service sending an offer of enrolment to families who live in the catchment area. Once an offer is accepted, families complete an enrolment form which provides the service with information about the child, their culture and any health requirements. In Term 3, families are offered transitions visits including a stay and play session, a parent information session and provided with a parent handbook for the preschool. This includes information on how to join the governing council (as mentioned in Standard 6.2 and 7.2). Educators share information on how children are settling into the service through informal conversations during arrival and departure times. The SSO explained that children are offered comfort and reassurance during the settling process, which is supported by educators encouraging parents to bring in their child's favourite toy or blanket.

Families are encouraged to share information about their culture, values and beliefs, through initial parent surveys and child profile forms to identify children's strengths, interests, and goals. The ECT explained that information families have shared with the service has resulted in different cultural flags and greetings being displayed in the indoor environment and the development of a cultural cookbook.

The service has implemented a range of strategies to share information and gain feedback from families to engage them in decision-making processes. For example, a feedback form was sighted at the entrance to the service. In another example, child portfolios were sent home with questionnaires to gain feedback. The ECT discussed that as the service does not use any electronic platforms for communication, educators had reflected families were being provided with too many different forms of written communication and to consolidate this, the ECT has started to produce a newsletter.

Families are supported to access information about local community services and parenting resources through information and brochures displayed at the entrance to the service. Topics provided information on the school-based OSHC, fire safety, the flu and asthma in children, foster care services, on joining a junior-gym and how to enrol at the school. The ECT explained that parents also have access to Parent Easy Guides, that have been provided to families on occasion to support guidance with safe sleep practices. The service's philosophy and policies and procedures are accessible through displays and in folders, and a private space is made available for private meetings with families in the staff room.

During the recent COVID-19 lockdown, families received activity packs for children. Educators contacted families during this period to check on their wellbeing. This created opportunities for educators to make connections with families who were not usually involved in arrival and departure transitions and gain feedback on the activity packs.

The service has two BBSO's employed to support communication with families who have English as an additional language or dialect (EAL/D). The ECT explained a BSSO had supported the ECT in communicating with a family to develop strategies after it was identified they were finding it challenging to pick their child up on time.

Quality Improvement Plan notes for Standard 6.1

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

Demonstration of Exceeding themes for Standard 6.2	
Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 6.2 is rated	Meeting NQS
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Evidence for Standard 6.2
<p>Collaborative partnerships enhance children’s inclusion, learning and wellbeing. Practices regarding collaborative partnerships have been assessed as Meeting NQS. This is based on the following evidence:</p> <p>The service offers a transition-to-preschool program where children are offered stay and play transition sessions at the preschool so they can become familiar with the service. The principal explained one child was anxious about attending preschool after the child’s sibling had found it challenging transitioning from reception to junior primary. In response, the principal encouraged the family to walk through the preschool and spend time in the environment when no other children were in attendance. The service premises are available for a community playgroup which is facilitated once a week and promoted by the educators to further support children to transition successfully into the preschool environment.</p> <p>The service has a strong relationship with the school that assists in preparing children to transition to formal schooling. As mentioned in Standard 1.1, preschool children have opportunities to access school facilities and recently co-ordinated and led a school assembly. The principal explained the ‘continuity of learning’ has been strengthened between the preschool and school by engaging the ECT in the junior/primary professional learning community, with the ECTs involvement bringing a play-based perspective into the school (as mentioned in Standard 7.2). Most children transition from the preschool to the school and will form the Reception class in 2022.</p> <p>Effective partnerships with the school and inclusion support professionals are established to support children with inclusion needs. For example, the service has a behaviour management plan in place to support a child’s participation in the program that was developed in consultation with a co-ordinator</p>

at Baptist Care SA. The service accesses support from allied professionals such as speech pathologists and occupational therapists to support children's learning and development. The ECT and SSO have recently completed sensory development training to further support children with Autism Spectrum Disorder (as mentioned in Standard 7.2). Educators are starting to establish a relationship with Modbury Special School and have visited the service, which is located next to the preschool. The ECT explained Modbury Special School has a wide variety of visual resources and systems to support children's communication skills, with the preschool planning on borrowing some of these resources and incorporating them into the program in 2022.

The service continues to engage with its community. For example, the preschool has participated in an excursion on Adelaide Metro's dirty bus wash program and welcomed Life Education and Animal Capers into the service for incursion visits. The service celebrates events that are meaningful to the community such as, Reconciliation Week, fundraising for Heart Kids, Harmony Day and Diwali. The principal explained a Child and Family Health Service (CaFHS) nurse provides four-year-old health checks twice a year.

Quality Improvement Plan notes for Standard 6.2

Quality Area 6 summary

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

No

Quality Area 6 is rated

Meeting NQS

Quality Area 7 – Governance and leadership

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

Demonstration of Exceeding themes for Standard 7.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

Governance supports the operation of a quality service. Practices regarding governance have been assessed as Meeting NQS. This is based on the following evidence:

The service philosophy was reviewed in 2020, with feedback from families and teachers based at the school. Upon commencement at the school, the principal again reviewed the philosophy with the ECT and SSO and determined that it reflected the service and values of new educators. The ECT explained that as the year progresses, educators add post-it notes to the philosophy, so their thoughts are documented. These notes will inform the philosophy for 2022, which will be reviewed during an upcoming pupil free day in Term 4.

The principal oversees budgets, ensuring the preschool is well resourced. The governing council ratifies any preschool policy or procedure changes. As mentioned in Standard 6.1, families are offered an opportunity to join the governing council. The principal explained that as meetings are often held in the evening, preschool families find it challenging to attend and no preschool families are currently involved. The school is investigating alternative ways to make meetings more accessible.

The following systems and processes are in place to support the effective running of the service:

- Early Years System (EYS) to manage immunisation details and attendance records, with support from school administration
- Incident Report Management System (IRMS) to notify the department of any serious incidents

- a display of prescribed information
- weekly preschool meetings between the principal, ECT and SSO
- partnership meetings, where the principal and ECT are supported by the ECL
- staff folders for educators holding their WWCC, first aid, RAN-EC and other training certificates, with the school administration officer assisting by tracking the expiration dates of these documents. Although, staff records did not include educator qualifications for the ECT, principal, relief TRT and BSSOs. The ECT explained that service leaders and educators were not aware that staff qualifications were required to be recorded and this information was captured under WWCC requirements. Copies of educator qualifications were provided by email to an AO on 14 October 2021 and the service was offered a minor adjustment.

At the time of the visit, the principal has been in her role for approximately 12 weeks, with this being the first school-based preschool she has overseen as nominated supervisor (as mentioned in Standard 4.1). In response, the SSO has provided significant support for the principal as the consistent staff member. An educator handbook outlines the general role and responsibilities of educators. Daily routines that link defined tasks to educators was sighted in the indoor environment. The principal explained how working at a school-based preschool site for the first time, the defined task checklist has helped guide all educators in their roles and responsibilities.

Quality Improvement Plan notes for Standard 7.1

It is recommended the service:

- consider strengthening their process for recording staff information, including qualifications.

Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Not Met
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Standard 7.2 is rated

Working Towards NQS

Evidence for Standard 7.2

Effective leadership somewhat builds and promotes a positive organisational culture and professional learning community. Practices regarding leadership have been assessed as Working Towards NQS. This is based on the following evidence:

The service PQIP was developed in 2020, prior to the commencement of the current ECT and principal. In response to this, some of the priorities in the PQIP have recently been 'tweaked' to reflect the new service team. The principal discussed reviewing the PQIP goals in collaboration with the ECL. Although, as mentioned in Standard 1.3, the ECL had identified gaps in children's planning cycles which was not identified as a priority in the PQIP. The ECT explained that some new priorities have been identified and will be added to the PQIP for next year, such as improving communication with families. An upcoming pupil free day will enable the current team to reflect together on their progress towards PQIP goals. AOs sighted a large PQIP display with links to the NQS Quality Areas, along with documentation of children's play that linked to the PQIP goals. The principal described how she supports the preschool in delivering their 'challenge of practice' goals. For example, discussing with educators how the design of the environment can support children's inquiry.

The principal is the EL of the service and supports educators to engage in reflective practice and identify professional development opportunities. As mentioned in Standard 4.1, the principal is rostered to cover lunch breaks, which has assisted in developing relationships with children and observing children's progress towards their learning goals and outcomes. The principal explained that weekly meetings with preschool educators are opportunities to discuss any potential issues, programming and planning. During these meetings, one focus child is discussed (as mentioned in Standard 1.3 and 4.1). The principal is supported in the role of EL by the ECL in the Modbury partnership. However, it was evident during discussions that the principal as EL was not leading the development and implementation of the planning cycle for the overall program of for individual children. For example, when the principal was asked about their role as EL, she explained that since starting at the school, there has been a focus on ensuring there are regular times to review policies and procedures, identify professional development opportunities and ensure educators are supported to promote continuity of learning between the preschool and school site. During discussions, it was not clear that the principal was familiar with the role of EL as outlined in the NQS or had a comprehensive knowledge of the approved learning framework. An AO discussed with the EL accessing resources from the ACECQA website such as the Educational Leader Resource to support her in this role. Furthermore, during discussions an AO showed the principal and ECT a cycle of planning diagram from the NQS, which the ECT took a photocopy of for future reference.

The service has a process in place to support the development of professionals. It was discussed with the principal that staff performance and development plans (PDP) are completed every 12 months with a review after six months. Although, as the principal was new to her role, mid-year reviews have been postponed until later in the year to enable the principal to further develop relationships with staff. A mid-year check-in resource guide was sighted by AOs to help guide educators in completing their PDPs and evaluate their own progress. AOs sighted the SSOs self-evaluation that included identification of goals, strengths, wellbeing considerations and potential professional development opportunities, that are linked back to the PQIP goals. For example, the SSO had a goal directly linked to supporting children to learn about quantification with a focus on improving this in the outdoor environment and Lisa Burman bookmaking training to develop knowledge around the pedagogical approach to bookmaking in the early years. The principal explained feedback is not limited to PDP appraisals and if an educator changes their goals throughout the year, they are free to re-evaluate these with her at any time.

Recent professional development opportunities for the SSO and ECT have included participating in sensory development training facilitated by an occupational therapist to help support children with Autism Spectrum Disorder (as mentioned in Standard 6.2). The ECT is offered training opportunities through the Modbury partnership. The principal explained there has been a focus on encouraging the SSO to access professional development opportunities, including being involved in school-based opportunities.

Quality Improvement Plan notes for Standard 7.2

It is recommended that the approved provider:

- consider how to provide a higher level of support to the EL and ECT to assist with the implementation of ongoing cycle of planning for each child
- support the EL to access resources and attend professional development regarding the role of the educational leader. Refer to: <https://www.acecqa.gov.au/resources/educational-leadership>

Quality Area 7 summary

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

No

Quality Area 7 is rated

Working Towards NQS

Assessment and rating summary

Quality Area 1 is rated	Working Towards NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Meeting NQS
Quality Area 5 is rated	Meeting NQS
Quality Area 6 is rated	Meeting NQS
Quality Area 7 is rated	Working Towards NQS
Overall rating	Working Towards NQS

Minor adjustments

NQS	Law / Regulation	Text and outcome
4.1.1 - Organisation of educators	147 Staff members	<p>Not all educator qualifications were not available on the day of the visit, with the ECT explaining that the preschool was not aware that staff qualifications were required to be recorded and that this information was captured under the WWCC requirements. The ECT emailed the AO on 14 October 2021, the qualifications for the ECT, principal and two BSSOs, with the service offered a minor adjustment.</p> <p>Outcome: Evidence satisfactory</p>

Quality improvement plan notes summary

Quality Area 1	
Standard 1.1	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> ensure all aspects of the routine, including excursions to the library are organised in ways that support children's engagement and limit waiting times.
Standard 1.2	
Standard 1.3	<p>It is recommended educators:</p> <ul style="list-style-type: none"> continue with the processes recently introduced to support the implementation of an ongoing cycle of planning for each child <p>It is recommended the educational leader:</p> <ul style="list-style-type: none"> supports educators to understand all steps of the planning cycle when planning and implementing programs for each child or a group of children.
Quality Area 2	
Standard 2.1	<p>It is recommended the service:</p> <ul style="list-style-type: none"> continue to promote healthy eating and encourage families to provide food that is consistent with the Australian Government guidelines and/or Australian Dietary guidelines: https://www.eatforhealth.gov.au/guidelines and focus on developing respectful relationships and support families in their parenting role.
Standard 2.2	<p>It is recommended educators</p> <ul style="list-style-type: none"> consider documenting an evaluation of each emergency rehearsal to identify any changes or improvements that can be made to further ensure children's safety.

Quality Area 3	
Standard 3.1	
Standard 3.2	
Quality Area 4	
Standard 4.1	
Standard 4.2	
Quality Area 5	
Standard 5.1	
Standard 5.2	
Quality Area 6	
Standard 6.1	
Standard 6.2	
Quality Area 7	
Standard 7.1	<p>It is recommended the service:</p> <ul style="list-style-type: none"> consider strengthening their process for recording staff information, including qualifications.
Standard 7.2	<p>It is recommended that the approved provider:</p> <ul style="list-style-type: none"> consider how to provide a higher level of support to the EL and ECT to assist with the implementation of ongoing cycle of planning for each child support the EL to access resources and attend professional development regarding the role of the educational leader. Refer to: https://www.acecqa.gov.au/resources/educational-leadership