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Network on Early Childhood Education and Care

Annex 2 to Quality Early Chilhood Education and Care – What does it mean and how it be monitored ?

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Quality Area 1 : Educational Program and Practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and		
Element	Working Towards National	Meeting National Quality Standard	Exceeding National Quality Standard
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	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.	Curriculum decision-making maximises each child's learning and development opportunities.
1.1.2	The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.
1.1.3	Aspects of the program, including routines, provide opportunities for children's learning.	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.
1.1.4	General information about the program for children is available to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.
1.1.5	Some supports are offered to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.

1.1.6	Children's agency is sometimes considered and encouraged in helping them to make choices and decisions about their world.	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Each child's agency is consistently considered and promoted, enabling them to make a range of choices and decisions to influence events and their world.
Standard 1.2	**Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**		
1.2.1	Children's learning and development is considered in some aspects of the planning process.	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	Assessment of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation. It is an interactive process that drives development of the program.
1.2.2	Educators sometimes respond to children's ideas and play.	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Educators consistently respond to children's ideas and play and intentional teaching is embedded within the program to scaffold and extend each child's learning.
1.2.3	Some reflection on children's learning and development is considered in planning the program.	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Critical reflection on children's learning and development, both as individuals and in groups, is consistently used to implement, review and revise the program.

Quality Area 2 : Children's Health and safety

Standard 2.1	Each child's health is promoted.		
Element	**Working Towards National**	**Meeting National Quality Standard**	**Exceeding National Quality Standard**
2.1.1	Information on children's health needs is available.	Each child's health needs are supported.	Each child's health needs are consistently supported, monitored and promoted.
2.1.2	Opportunities for sleep, rest and relaxation are provided for children.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.
2.1.3	Basic hygiene practices are implemented.	Effective hygiene practices are promoted and implemented.	Effective hygiene practices are actively and consistently promoted and embedded in the everyday program.
2.1.4	Some steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues is embedded in the everyday program.

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.		
2.2.1	Food and drinks provided by the service are nutritious.	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.
2.2.2	There are opportunities for children to participate in physical activity.	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children's interests and development is embedded in all aspects of the program.
Standard 2.3	Each child is protected.		
2.3.1	The service is working towards ensuring children are adequately supervised at all times. This	Children are adequately supervised at all times.	Children are effectively supervised at all times and educators are attuned to the needs of all children to ensure each child's safety and wellbeing.
2.3.2	The service is working towards ensuring that every reasonable precaution is taken to protect children from harm	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice.
2.3.3	Plans are in place, practised and implemented to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and implemented effectively.

2.3.4	The approved provider has advised the nominated supervisor, educators and staff members who work with children of the existence	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Educators, co-ordinators and staff members understand their roles and responsibilities in accordance with relevant child protection legislation and they actively raise family and community awareness of child protection issues.

Quality Area 3 : Physical Environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.		
Element	Working Towards National Quality Standard	Meeting National Quality	Exceeding National Quality Standard
3.1.1	The service is working towards ensuring outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	All outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources provide a stimulating learning and care environment for children.
3.1.2	Premises, equipment and furniture are safe, clean and in good repair.	Premises, furniture and equipment are safe, clean and well maintained.	All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children.
3.1.3	Facilities are designed or adapted to allow access and participation by children.	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space at all times.

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.		
3.2.1	The configuration of outdoor and indoor spaces provides children with some opportunities to engage in activities.	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.
3.2.2	Resources, materials and equipment are developmentally appropriate, sufficient in number and available to children.	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Resources, materials and equipment are sufficient in number, organised in ways that extend every child's participation in the program and are consistently used in numerous ways.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.		
3.3.1	Some consideration is given to sustainable practices in service operations.	Sustainable practices are embedded in service operations.	Sustainable practices are embedded in service operations and consistently promoted in the everyday program.
3.3.2	Some information is provided to children about environmental responsibility.	Children are supported to become environmentally responsible and show respect for the environment.	Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.

Quality Area 4 : Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.		
Element	Working Towards National Quality Standard	Meeting National Quality	Exceeding National Quality Standard
4.1.1	The service is working towards ensuring educator-to-child ratios and qualification requirements are maintained at all times. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Educator-to-child ratios and qualification requirements are maintained at all times.	Educator-to-child ratios and qualification requirements are maintained at all times, and the organisation of educators contributes to a high quality learning and care environment for children.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.		
4.2.1	Professional standards are sometimes evident.	Professional standards guide practice, interactions and relationships.	Professional standards are embedded in practice, interactions and relationships and this promotes positive relationships, and a safe and predictable environment both for children and adults.
4.2.2	Educators and staff generally work collaboratively.	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	Educators and staff consistently demonstrate a high level of collaboration. They affirm, challenge, support and learn from each other to continually improve skills to enhance practice and relationships.

4.2.3	Interactions convey recognition of each other's strengths and skills.	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Interactions consistently demonstrate mutual respect, equity and recognition of each other's strengths and skills, promoting a positive atmosphere within the service.

Quality Area 5 : Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child		
Element	**Working Towards National Quality**	**Meeting National Quality Standard**	**Exceeding National Quality Standard**
5.1.1	Interactions with children are usually warm, respectful and sometimes responsive and build trust.	Interactions with each child are warm, responsive and build trusting relationships.	Interactions with each child are consistently warm, responsive and build trusting relationships that promote children's sense of security and belonging.
5.1.2	Children are usually able to engage with educators in meaningful and open interactions.	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Every child is consistently encouraged and supported to engage with educators in meaningful, open interactions that enhance the acquisition of skills for life and learning.
5.1.3	Children are usually helped to feel secure, confident and included.	Each child is supported to feel secure, confident and included.	Each child is consistently included and involved in the program and displays confidence and security.

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.		
5.2.1	Children are supported to work with others.	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others.*
5.2.2	Children are usually supported to manage their own behaviour and respond to others.	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3	The service is working towards ensuring the dignity and rights of every child are maintained at all times. This does not pose an unacceptable risk to the safety, health or	The dignity and rights of every child are maintained at all times.	The dignity and rights of every child are consistently supported and promoted at all times.

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1	Respectful supportive relationships with families are developed and maintained		
Element	Working Towards	Meeting National Quality	Exceeding National Quality Standard
6.1.1	An enrolment and orientation process is available to families.	There is an effective enrolment and orientation process for families.	There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families.
6.1.2	Families have some opportunities to be involved in service decisions.	Families have opportunities to be involved in the service and contribute to service decisions.	Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.
6.1.3	Some information about the service is available.	Current information about the service is available to families.	Comprehensive and current information about the service is provided to families in an accessible format.
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected		
6.2.1	The expertise of families is acknowledged.	The expertise of families is recognised and they share in decision-making about their child's learning and wellbeing.	The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and wellbeing and contribute to the service program.

6.2.2	Some information about community services is available to families.	Current information is available to families about community services and resources to support parenting and family wellbeing.	Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.
Standard 6.3	**The service collaborates with other organisations and service providers to enhance children's learning and wellbeing**		
6.3.1	Some information from relevant community and support agencies is sourced.	Links with relevant community and support agencies are established and maintained.	Links with relevant community and support agencies are well established and maintained consistently.
6.3.2	Learning and transitions for children are sometimes supported.	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies with relevant stakeholders.
6.3.3	There is some access to inclusion and support assistance.	Access to inclusion and support assistance is facilitated.	Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.
6.3.4	The service has some involvement in their local community.	The service builds relationships and engages with their local community.	The service establishes effective relationships and actively engages with their local community.

Quality Area 7: Leadership and service management

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.		
Element	**Working Towards National Quality**	**Meeting National Quality Standard**	**Exceeding National Quality Standard**
7.1.1	The service is working towards ensuring appropriate governance arrangements are in place to manage the service. This does not pose an unacceptable risk to the safety, health	Appropriate governance arrangements are in place to manage the service.	Well-established governance arrangements, which are regularly reviewed, contribute to the effective management of the service.
7.1.2	Procedures for the induction of educators, co-ordinators and staff are in place.	The induction of educators, co-ordinators and staff members is comprehensive.	The induction of educators, co-ordinators and staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.
7.1.3	Some efforts are made to maintain continuity of educators and co-ordinators at the service.	Every effort is made to promote continuity of educators and co-ordinators at the service.	Effective processes are in place to consistently achieve continuity of educators and co-ordinators resulting in the establishment and maintenance of secure relationships with children.
7.1.4	Provision is made to ensure a suitably qualified educator or coordinator leads the development of the curriculum.	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	A suitably qualified and experienced educator or co-ordinator consistently leads the effective development of the curriculum, and ensures the establishment of clear goals and high expectations for teaching and learning.

7.1.5	N/A	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	N/A
Standard 7.2	**There is a commitment to continuous improvement.**		
7.2.1	A statement of philosophy is developed and sometimes guides the service's operations.	A statement of philosophy is developed and guides all aspects of the service's operations.	A statement of philosophy is regularly reviewed by educators and staff and is consistently evident in all aspects of the service's operations.
7.2.2	The performance of educators, co-ordinators and staff members is sometimes evaluated.	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.

7.2.3	Some self-assessment occurs and a quality improvement plan is in place.	An effective self-assessment and quality improvement process is in place.	All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement.
Standard 7.3	**Administrative systems enable the effective management of a quality service**		
7.3.1	The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
7.3.2	Administrative systems are in place to facilitate service operation.	Administrative systems are established and maintained to ensure the effective operation of the service.	Well-managed administrative systems ensure effective operation of the service and contribute to continuous service improvement.

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7.3.3	N/A	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	N/A
7.3.4	Basic processes are in place to investigate and respond to grievances and complaints.	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.
7.3.5	Some service practices are based on documented policies and procedures that are available at the service.	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Service practices are based on effectively documented policies and procedures that are readily available at the service and reviewed and evaluated regularly in partnership with educators, co- ordinators, staff members and families.