

File Reference:  
(if applicable)



Australian Children's  
Education & Care  
Quality Authority

# National Quality Standard Assessment and Rating Report

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Service Name

Aldgate Kindergarten Inc

Service Approval Number

SE-00010120

Provider Name

Department for Education and Child Development

Provider Approval Number

PR-00006069

Assessment & Rating Number

ASR-00018399

Report Status

Final

Date Report  
Completed

16 May 2017

# About this report

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## *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 Assessment and Rating for Services, available on the ACECQA website at [www.cecqa.gov.au](http://www.cecqa.gov.au).

# Assessment and rating visit details

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## 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	Gillian Gray		
Educational Leader	Gillian Gray		
Primary Contact (for assessment & rating)	Gillian Gray		
Quality Improvement Plan Date Received	14 March 2017		

## Visit/s

Date	23 March 2017
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## Authorised officers

Name 1	Gloria Debba
Name 2	

## Further information (if applicable)

aldgate kindergarten is a Department for Education and Child Development (DECD) site nestled in the hillside suburb of Aldgate located approximately 20 kilometres from Adelaide central business district. The service is co-located with the Aldgate Primary School and educators work closely with the school and Out of School Hours Care (OSHC) educators to support children's wellbeing. The service offers families two full days of kindergarten from Monday to Thursday and two additional Friday sessions of five hours are arranged in each term to meet the Universal access requirements and the needs of the community. A playgroup is coordinated by an Early Childhood

Worker (ECW) and is offered on a Friday morning.

## 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 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, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.	Met
1.1.4	The documentation about each child’s program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met

### Evidence for Standard 1.1

Educators utilise the service philosophy and the Early Years Learning Framework (EYLF) to guide their practice and inform the curriculum. DECD numeracy and literacy outcomes are considered and evidence in the environment indicated that these are intentionally planned for. Educators use other tools such as *Respect Reflect Relate* (RRR) to assess children’s involvement and engagement in the curriculum to guide critical reflection and inform the curriculum and Individual Learning Plans (ILP) (see standard 1.2).

Educators begin to establish relationships with families and children during the enrolment and transition to the service in the final term of the previous year before children commence at the service. Families are encouraged to share important information about their child’s routines, interests, culture and development. This information supports educators to develop holistic individual learning plans for all the children.

Educators discussed a number of children they have been assessing in preparation for parent discussions in term 2. The acting director shared results from the RRR scale that had identified some children with vulnerable development. Referrals for DECD support services will be discussed during that time, with educators continuing to observe children as they settle into the service.

Children had access to indoor and outdoor learning environments simultaneously throughout the day, providing children with large amounts of uninterrupted play and supporting children’s interests in self-directed play. Educators were observed using a variety of strategies to support children’s participation from reminding a child to use his chewy toy, to the sitting arrangements at group time. Educators acknowledged children’s efforts at attending and their contributions to discussions, and

reminded them to show respect and listen to their peers when they were talking.

Educators used daily routines as opportunities to develop children's agency and confidence as communicators. For example, children are encouraged to sign into kindy in the morning and contribute to group discussions. During morning group time, the educator modelled how to sign good morning to everyone. Many children were familiar with this routine and contributed to identifying how to sign the first letter of a peer or adults name, as part of the greeting. Later on in the morning educators facilitated a conversation about risk and safe play, where children were encouraged to identify risks whilst playing with loose parts in the sandpit and helped problem solve how play could occur in a safer way (see standard 2.3).

Families are provided with a range of ways to learn about the program and are invited to share their child's learning. Educators have created a display and a floor book near the attendance sheet for families to view highlights of group learning. For example, during week seven caregivers were invited to participate in the Dancify incursion where they were encouraged to join in the 'Troll dance' with the children. A blog about group learning and events is also available on the services website. Each child has an individual learning journal that contains information about EYLF, numeracy and literacy, information from caregivers regarding their child's interest and development. Examples of a child's work included a self-portrait and their answer to a provocation, how does your body work? Another example included learning about questions: how to research and the various technologies used to find out more information with other learning stories highlighting individual dispositions and interests (see standard 6.1).

**Standard 1.1 is rated**

**Exceeding NQS**

<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</b>	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met

### Evidence for Standard 1.2

Educators are focused, active and reflective in designing and delivering the curriculum. They follow the EYLF planning cycle to focus and reflect on the program. An inquiry question is developed from initial observations and information collated during transition visits. For example, during Term 1 the question, how does your body work? is being explored with the children and is linked to EYLF learning outcome 3, *Children have a strong sense of wellbeing*. The children's voices were recorded during small group conversations and informed educators of their prior knowledge on the subject. For example, one child responded to the question 'blood helps our brain'.

Educators consider how they can make use of local resources such as the Wirra (native scrub), school site and external resources to support the curriculum as well as utilise parent skills, excursions and incursions such as plans to engage an artist in residence to support children's learning. The service is going to be involved in a science, technology, engineering and maths (STEM) project later in the year and is planning training and collaboration with other preschools and the Aldgate school (see standards 6.2 and 6.3).

Educators collate information using photographs, observations, and notes regarding spontaneous learning, children's voice and input from families. The authorised officer sighted tools such as communication books and a programming book that uses a template to record daily learning, intentional teaching, individual focus children, group learning and possible follow up that informs the curriculum meetings, critical reflection and future program plans.

Educators were responsive to children's interests and play ideas and recorded their voice throughout the day. For example, during the discussion about loose parts and assessing risks the educator recorded children's comments and ideas regarding safe and unsafe play with the objects.

As part of the curriculum goal of supporting literacy outcomes children were provided with opportunities to create books. An educator scribed for children who wanted to add words to their drawings. In one example the educator had written 'this is my house, I have a dog, 2 bunnies, quails, going to get chickens, frogs'. Other children were observed drawing and talking about blood which appeared to be linked to prior learning at kindergarten.

Educators planned the curriculum and used intentional teaching techniques to enhance children's learning about their bodies; educators sourced books and a skeleton from the school and set up a play space with a light box and x-rays for children to explore. One educator sourced a lamb's brain and ox heart (with family permission) and discussed and dissected these in front of the children to support deeper thinking and exploration of the topic of body organs. This stimulated a lot of discussion and educators recorded children's reflections on the day. For example, one child who saw the heart commented 'wow that is so big'. The director shared that one child who finds it hard to sit

reflected that his 'cerebellum is impacting on his cerebrum'.

Furthermore the focus on bodies acts as a foundation for developing children's awareness and discussions regarding early warning signs. Each term educators will develop a greater understanding of each child's right to be safe as part of the child protection curriculum goals.

**Standard 1.2 is rated**

**Exceeding NQS**

## Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

QA1 Compliance Notes

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

No

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

No

**Quality Area 1 is rated**

**Exceeding NQS**

## Quality Area 2 – Children’s health and safety

<b>Standard 2.1</b>	<b>Each child’s health is promoted.</b>	
2.1.1	Each child’s health needs are supported.	Met
2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met

### Evidence for Standard 2.1

Each child’s health needs are consistently monitored and promoted. The service has policies, procedures and appropriate authorisations in place to support their practices.

Educators communicate with families during enrolment and transition regarding their child’s health and wellbeing. On the day of assessment and rating visit the service had no children on health care plans. Some children have allergies and avoid gluten in their diet, others can only use certain sunscreen or one child uses no sunscreen. Educators discussed harm minimisation strategies used to support children in the service. The director discussed the process and forms required for successful inclusion in the service for a child with allergies or health needs.

Information was on display for families regarding children’s health and wellbeing. Posters, pamphlets and a folder contained information regarding, food and behaviour, eat a rainbow, local GPs, family mental health service.

A sign on display provided an alert regarding a recent case of head lice. The service has its own hats for children with staff taking responsibility for cleaning them at the service regularly.

The service has appropriate first aid equipment, including a backpack for emergency evacuations and excursions. Educators are appropriately qualified to manage first aid situations and one educator who is the workplace health a safety representative takes responsibility for maintaining the first aid kits and equipment.

Children were observed engaged in a relaxation time prior to lunch. The educator encouraged children to find a spot on the carpet to stretch out and relax. She linked the session to their previous learning about the brain and its functions asking children to use the part of the brain responsible for imagination or thinking in pictures to listen to the relaxation meditation fairy tale story she told. The indoor and outdoor environments also provided opportunities for children to rest and relax and engage in sensory-based play. These included shaded benches and toadstools near butterfly gardens, sand and mud play, a sofa and reading area is inside.

Effective hygiene practices are embedded and promoted by educators modelling appropriate

behaviour such as washing their hands before eating, cleaning up tables before and after play. They also provided reminders for children to wash hands after cutting up fruit for the worm farm and after being to the bathroom. Educators were heard praising children for remembering practices such as coughing into their elbow. Provisions are made for children who have accidents and nappy change facilities are available for children if required and younger children who attend playgroup.

Preventative steps are evident in the control of infectious diseases. For example, last year the service had a case of whooping cough and needed to act on their policy that included notifying the Centre for communicable diseases and children who had not been vaccinated (children of parents who are conscientious objectors) and other vulnerable people were excluded during the outbreak.

During the assessment and rating visit a child had an accident as she was demonstrating how to use loose parts. An educator provided support and first aid to the child promptly and completed an injury form for the child's parent to sign on collection.

**Standard 2.1 is rated**

**Exceeding NQS**

<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met

## Evidence for Standard 2.2

Healthy eating and physical activity are embedded in the program. The service promotes the *Rite bite food and drink spectrum* and places a copy of the coloured reference chart on each dining table for children to refer to during their café style lunch. Educators were heard discussing food choices from the green section and encouraged children to eat fresh food before packaged food and talked about foods as sometimes food. Eat a rainbow information is promoted to families and is included and discussed during the family induction and orientation sessions.

Water and clean cups were freely available from a water dispenser located on the low kitchen bench for children to access. They also brought in their own water bottles from home. Children were encouraged to cut up their fruit or food using child safe knives.

Although not observed on the day of assessment and rating visit the service promotes healthy eating and food through growing fruit and vegetables in the service garden and planned cooking experiences. Currently the educators are recording the range of fruit children bring in for snack and discussing their properties with the aim to research the health benefits later in the term.

The service actively promotes physical development through the inviting and engaging curriculum. Children were observed participating in spontaneous play such as soccer, digging in the mud patch, and playing in the sandpit, balancing on stepping stones, painting, drawing, threading, play dough and other craft work using utensils.

During a group times children were encouraged to sign and sing action songs. In the afternoon a hoola hoop game was practised where children had to hold each other's hands and move the hoop from one person to another without using their hands. A parent demonstrated this and other skills such as yoga to the children during a previous session at kindy and educators were continuing with the practice as it provided opportunities for teamwork and social skills.

As discussed previously the educators also plan events such as excursions, nature walks in the Wirra or school playground and arrange dance and movement sessions at kindy. They also practice relaxation with children and used fairy tale meditation music before lunch to support this practice and are helping children to be more aware of their bodies (see standards 1.1 and 1.2).

**Standard 2.2 is rated**

**Exceeding NQS**

Standard 2.3	Each child is protected.	
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Met

### Evidence for Standard 2.3

Children are effectively supervised at all times with educators working well together to ensure this. For example, one educator supervises the bathroom whilst others are ready to greet and help children at the lunch tables.

Children were supervised during risky tasks such as using knives. Educators are proactive about discussing potential risks in the environment for example the large gum trees that surround the property. The director has submitted a form to DECD asset services for the gum trees to be inspected by an arborist and this occurs annually. Educators make decisions on windy days not to use certain areas of the outdoor environment to reduce the risk for children. As discussed previously educators talk to children about the potential risks in using the loose parts that are available near the sand and mud play areas. Children were able to generate some appropriate solutions to the challenges the educators identified.

Educators conduct daily environment inspections prior to children arriving and rake the sandpit each day. The authorised officer sighted risk assessments for a range of issues including the gum trees.

Emergency evacuation and invacuation drills are conducted each term. These are recorded and reviewed by staff for improvements. The service is situated in a high-risk area for catastrophic fires and has comprehensive emergency management plans that include working with the school and DECD systems and supports that are in place. Families are made aware of these procedures and policies during enrolment and orientation with additional information provided on the service website. The local country fire service is located nearby and the site has a positive working relationship with them regarding best practice.

Educators and governing council members are aware of their role in protecting children as per legislation. The child protection curriculum is embedded with intentional teaching practices such as conversations and experiences with children beginning in Term1 and revisited each term. The program schedule is available for families in the information folder on display. Educators have appropriate *Responding to Abuse and Neglect* (RAN) training and the child protection reporting telephone number is readily available in the office. The director discussed how she was currently supporting a parent who was in a vulnerable situation and was providing information regarding community support and resources. She also discussed DECD resources to support family wellbeing, record keeping and using the DECD Incident Response Management System (IRMS) (see standard 7.3).



## Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

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

No

**Quality Area 2 is rated**

**Exceeding NQS**

## Quality Area 3 – Physical environment

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	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.	Met

### Evidence for Standard 3.1

The design and location of the service provides families who live in the community access to a care and learning environment co-located with other services such as the Aldgate Primary School and OSHC providing families with continuity.

The service is adjacent to a natural bush setting called the Wirra that is used to support children's learning about the natural environment. Groups are often armed with binoculars; magnifying glasses and bird and flora charts to support observations. Many native trees and plants attract butterflies, birds and other wild life, for example, a koala (see standard 3.3).

All outdoor and indoor spaces, buildings and furniture provide a stimulating learning environment that allows children to explore, ponder, use tools and equipment and create their own play spaces. Children were observed creating their own games, for example in the block corner, using cars and various sized blocks. A small group of children experimented how high they could build a tower and used ramps that cars could be rolled down successfully.

In the dirt patch children asked an educator for water to make mud. Two children put on gumboots and appeared to enjoy the sensory experience. Other children played soccer with an educator who supported and worked out some rules for the game and others joined in.

Inside children had opportunities to draw, write, create books, sort colours, shapes, and complete puzzles. Educators asked children to help care for their animals. For example, children were encouraged to cut up food scraps for the worm farm whilst others were encouraged to help clean out the stick insects cage.

Furniture was a mixture of child sized and adult sized pieces made from wood and other materials. Carpet areas had low tables and throw cushions, a sofa and bookshelf created a reading space.

Other tables and furniture supported craftwork and painting. Open shelving allowed children access to a range of play materials such as puzzles and construction. A kitchen in the centre of the large playroom had a lower level bench installed to support children's work; a gate separated the area and restricted children's access. A small dining table and chairs was located in the kitchen and was used by the educators for lunch. Half the flooring is covered in linoleum and was used for craft, painting and play dough then adapted by adding table cloths and a rite bite chart and flowers to create a café style dining area.

A wide path runs from the schools car park to the service entrance where families enter. Display boards and tables with information were set up under the wide verandah and provided a space for families to gather and wait as well as providing spaces for children's lockers and bags. Children can access the large nappy change and toilet area from outside and inside the building.

Other portable equipment such as easel painting, large block shelves and home corner equipment were set up under the verandah during the assessment and rating visit. A paved path winds up towards the back of the block and leads to a shaded sandpit with water course and natural rocks and bushes, lawn area that portable climbing equipment was set up and two soccer nets to support play.

The service has two storage sheds outside and some upstairs storage inside as well as a laundry and adult bathroom. The walls have been acoustically treated and a sound system is available to support children with hearing impairments.

**Standard 3.1 is rated**

**Exceeding NQS**

<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	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.	Met

### Evidence for Standard 3.2

As indicated in standard 3.1 the environment is inclusive and promotes children’s curiosity, agency and learning through play. For example, a range of sensory experiences and resources were available for children who find it hard to regulate.

The service acknowledges the Peramangk people in its philosophy as the traditional owners of the land the service is built on. Intentional teaching strategies have been used to support children’s cultural understanding of the environment in particular when visiting the Wirra (Aboriginal word for scrub). The Australian Aboriginal flag is displayed next to the Australian flag and other resources such as books, puzzles, mats, soft furnishings and other resources celebrate the diversity of cultures in the broader community.

Outdoor and indoor spaces are designed and organised to engage children in quality learning experiences involving both natural and made materials. During the assessment and rating visit children were observed painting on large leaves that an educator had sourced from her garden. Some of the other gluing and craft materials were recycled and or collected from the grounds of the kindergarten.

Play spaces were arranged to support social interactions and the sharing of materials such as the craft and drawing table. In other spaces multiple items of a similar nature such as digging equipment and loose parts were available in the mud and digging patches and provided children with the opportunity to be creative. Other equipment was available on open shelving next to a carpet area and allowed children to play next to each other. For example, several children had a turn of making a crocodile floor puzzle.

Outside children were observed playing parallel and cooperatively during block play, playing musical instruments, and experimenting with coloured pegs, challenging each other to build it higher and comparing the height to various children’s height.

Structured 3 group times were planned and encouraged children to work with peers such as the hoola hoop game discussed earlier. The conversation about loose parts promoted children’s thinking about what was a safe use of the equipment and also linked to the care of each other and the services environment and resources.

In response to a child’s discovery of an unusual beetle, a nature table was set up next to the stick insect. Books, magnifying glasses, bug catchers and other insect specimens were at children’s height and promoted exploration and learning. A child’s father, who is a scientist, was able to help identify the beetle as a dung beetle and they discovered that it was unusual for the area.

**Standard 3.2 is rated**

**Exceeding NQS**

<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met

### Evidence for Standard 3.3

The service is committed to promoting sustainability and actively promotes respect and cares for the environment through the curriculum. The service also has an environmental management plan. The authorised officer sighted this and the progress notes for 2016 and noted that a goal identified in the Quality Improvement Plan (QIP) aims to review practice in Term 2 and 4 of 2017.

As discussed earlier, the service philosophy articulates the importance of nature and aims to develop children's awareness of sustainable practices and the importance of their impact of the environment through a range of hands on experiences that promotes observation, ponderings, discussions and an appreciation of the inherent value of the natural environment.

The service encourages recycling of materials for craft and dramatic play. Families often share their produce from the local properties when in abundance such as fruit or vegetables with the service families.

As discussed previously throughout the report the educators actively plan and intentionally teach children through a range of ways. These include:

- daily conversations about food waste, composting, bin audits
- feeding the worm farm
- observing lifecycles and caring and feeding the young chickens
- water restrictions for the sand and mud patch play utilising water from two rain water tanks for play and the garden
- educators use power saving strategies to reduce waste
- exploring the Wirra and building children's knowledge of the range of flora and fauna in the Wirra as well as identifying weeds that have been introduced
- responding and supporting children's natural curiosity about nature such as the research conducted regarding the dung beetle
- incursions with Greenhill living, supporting the garden and growing vegetables
- caring for other natural creatures such as the spiny stick insect and turtle
- engaging Mt Lofty Natural Resource Management service to support the sites development and educator knowledge
- visits to Cleland National Park (planned for Term 2)
- educators will be attending a Nature Play conference in Term 2 2017.
- the aim to extend the children's learning regarding nature, through their investigations and participation in the STEM project to commence later in 2017
- exploring the availability of a local Aboriginal person to be the services artist in residence to further explore the natural environment and cultural knowledge with the children.



### Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

QA3 Compliance Notes

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

No

**Quality Area 3 is rated**

**Exceeding NQS**

## Quality Area 4 – Staffing arrangements

Standard 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.	
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	Met

### Evidence for Standard 4.1

The deployment of educators enhances children’s learning and development and ensures their safety and wellbeing. Educators were observed seamlessly moving inside and outside as required and are aware of supervision challenges in the outdoor environment.

The current director is in an acting role whilst the director is on leave until Term 4, 2017. On the day of assessment and rating visit there had been some last minute changes to staffing due to a team members family crisis. A suitably qualified educator who has worked at the service previously was able to step in and worked well with other team members. The educators all have the relevant qualifications for the care and education of the children at the service. Many of the educators have additional skills and qualifications that contribute to professional reflections and conversations that aim to improve practice and the curriculum for children. On the day of assessment and rating and as indicated in the QIP the service’s management choose to staff above minimum educator to child ratio.

Arrangements are in place for an additional staff member to provide educators with lunch breaks and support children over lunch.

The service offers a supported playgroup on a Friday that is led by an experienced ECW who was a previous parent and has been working at the service for more than five years.

**Standard 4.1 is rated**

**Exceeding NQS**

<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met

### Evidence for Standard 4.2

The team seemed to work well together creating a welcoming, respectful and pleasant atmosphere for children and families. Communication was respectful and enabled shared leadership and smooth transitions between routines. Educators respectfully supported children to listen to their colleagues during group discussions. For example, an educator was heard saying to a child 'its time to listen first then play'.

The service has several communication systems in place for educators to share information and record happenings at kindergarten. Closure days, programming discussions and weekly staff meetings support open professional dialogue where educators can contribute their perspectives. These practices inform the services critical reflections, National Quality Standards (NQS) self-review, philosophy, policy reviews and the QIP.

Professional resources and development opportunities are available to all team members with systems in place to identify areas of need or interest. For example, one of the team members is the Workplace Health and Safety representative and is attending fire warden training for the site later in the year (see standards 3.3 and 7.1).

The service supports students from various institutions studying early childhood. For example, a mature aged student will start her placement later in the year. She is enrolled with a Western Australian University and studies via correspondence.

The service works collaboratively with the Aldgate School and OSHC sharing relevant information regarding children, supporting families and sharing resources. The service is involved with the DECD regional partnership and links with other educators to support practice development through the professional learning community. The team are willing to challenge themselves and their practice by using tools such as the RRR and engaging in projects such as commitment to working on a STEM project in 2017. These provide opportunities for the team to work with their early childhood regional leader and with other services including the school, supporting opportunities for their own growth and will deepen children's learning.

**Standard 4.2 is rated**

**Exceeding NQS**

## Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

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

No

**Quality Area 4 is rated**

**Exceeding NQS**

## Quality Area 5 – Relationships with children

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met

### Evidence for Standard 5.1

The educators begin to start forming respectful relationship with children and their families during Term 4 transition visits and early in first term. Additional resources are used to support this and enable educators to spend time getting to know and observing the new group of children. Some children that attend the service are eligible for early entry and require some additional support. Educators shared their observations of children’s growth and confidence over their time at kindergarten.

Educator interactions with all children were warm and respectful and made use of high affect and gestures to support children’s engagement and comprehension. This was particularly apparent during group times. Educators were observed getting down to children’s eye level and laughing and joking with them in natural ways indicating they knew the interest and dispositions of children in their group. Children were encouraged to take increasing responsibility for their needs such as using a knife, following routines such as bathroom routine after being to the toilet, putting on sunscreen and getting fruit from their bags for snack. Families are also encouraged to support their child’s independence and information is provided during information sessions, parent information pack, newsletters and parenting pamphlets to support this (see standard 6.1).

As discussed in other areas of the report educators were supportive of children’s individual interests and differences and supported them to participate in the curriculum at their own level. For example, one child did not want to lie down for relaxation and the educator acknowledged his choice and sat near him to support his participation in the group experience.

Educators actively seek to learn about children’s ideas and home experiences and support children to share these with each other. For example, evidence was sighted of children sharing their favourite stories from home, which led to group discussions and research regarding a particular author. In another example a child bought in a book about the body and bones that complimented the curriculum and stimulated more curiosity about what are bones made of and what does it look like inside (see standards 1.1 and 6.1).

**Standard 5.1 is rated**

**Exceeding NQS**

<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met

### Evidence for Standard 5.2

Educators are focused and active in their planning regarding children’s social development and provide opportunities within the curriculum for group learning. As discussed earlier group discussions are facilitated by an educator who provides children with a provocation such as during the loose part conversation the educator asked, what do you think this is and what can you use it for? (see standard 1.1).

Educators help children to consider the impact of their behaviour and choices on others. Children are reminded to support each other’s learning, for example during group time an educator said, ‘X you are stopping X from listening’. When children indicate they need help educators encourage children to ask a peer to show or help them. As discussed in standard 5.1, educators role model problem solving techniques and language. For example, another child who was very focused on digging a trench was covering a child in sand. The educator encouraged the child to respond to the child’s behaviour and modelled what he could say which included the impact it was having on him.

The service has a behaviour guidance policy. The acting director discussed an example last year where a behaviour plan was developed to support a child. The service worked with the family to develop a plan consistent with home, made referrals for allied health support and provided comprehensive information and strategies to the reception teacher when the child transitioned to school.

Educator’s are attuned and notice children’s efforts, commenting on these such as, thankyou for listening and encourage children when necessary to check out their idea or extend their play. Several examples were observed during the assessment and rating visit and include conversations heard during block play, sand and loose part play and stacking pegs, where children were encouraged to problem solve, to check out their ideas and make their own observations.

Educators are respectful of children’s dignity and rights and consistently support and promote these concepts through respectful conversations, encouraging privacy with provision made for children who may have toileting accidents, where educators assist and spare clothes are available at the service. Children make daily choices in the curriculum. Educator’s respond to children’s learning dispositions, individual interests, strengths, challenges and life experiences and respect for example that for some children observing an experience may be the first step in their capacity to engage fully in the activity at kindy.

**Standard 5.2 is rated**

**Exceeding NQS**

## Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

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

No

**Quality Area 5 is rated**

**Exceeding NQS**

## Quality Area 6 – Collaborative partnerships with families and communities

<b>Standard 6.1</b>	<b>Respectful and supportive relationships with families are developed and maintained.</b>	
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Met
6.1.3	Current information about the service is available to families.	Met

### Evidence for Standard 6.1

Respectful partnerships are developed with families from initial inquiry to enrolment and transition into the service. Families are provided with information and a tour of the service and are required to provide proof of their child's date of birth as part of that process.

The service offers a playgroup to younger children and the director makes herself available to discuss any questions potential families may have.

In Term 4 parents are encouraged to consider their membership on the Governing Council for the following year and are invited to attend an information session to discuss the curriculum and answer any questions.

Transition visits can be extended for individual children if required and if numbers allow. Educators seek information from families regarding their child's development and interest and ask families if they are able to volunteer and have a skill or interest that they are able to share with the service.

Educators communicate with families regularly, during Terms 2 and 4 parents are offered an opportunity to meet formally with educators to discuss their child's progress. Information from observations and family input provides the basis to co-create goals that are recorded in individual learning plans for children and in Term 4 will provide information for the summative assessment. Educators also make good use of daily conversations and are able to meet at other times.

In response to a 2016 family survey feedback, the educators have created a more detailed display for the curriculum. For example, identifying the terms planned events such as how they are promoting motor skills, and visits from Dancify. A learning highlights folder is on display where families and caregivers gather and sign attendance sheets. This and other community information folders, policies and the QIP are on display. Other information such as the regular newsletters and services blog promotes group learning and events are available on the services comprehensive and up to date website. All prescribed information is on display near the entrance next to staff photographs for parent reference.

**Standard 6.1 is rated**

**Exceeding NQS**

<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about childrearing are respected.</b>	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	Met

## Evidence for Standard 6.2

Families are supported in their role with educators working respectfully with families accepting their values and beliefs regarding child rearing. As mentioned in standard 2.1 family values are supported with the service accommodating family wishes such as being a vaccination conscientious objector and regarding sunscreen.

The educators work in collaboration with caregivers to support children's development and identify goals for the individual learning plans. A parent questionnaire is used to identify areas that the family see as a priority. Educators work to build a trusting relationship with parents to support more difficult conversations that are sometimes required to address support for children's development. These conversations generally happen in Term 2 when a formal meeting time is offered and staff have had time to observe the child and build trust with the family.

Educators demonstrated sensitivity whilst communicating with families about their child and confidential issues are addressed discreetly with one parent provided with information to help them work through a situation on the day of the assessment and rating visit. Additional information for families is available on the parent notice boards, community folder and the useful links of the service website. Samples of information sighted include, Headspace Mt Barker, Fitness classes and Aldgate OSHC. A current Parenting SA pamphlet display situated nearby had been chosen by educators who stated they often change the information depending on situations that may arise. Topics on display included resilience, optimism, self-esteem, sibling rivalry and peer pressure. A small parent resource library is available for loan as well as literacy packs for families to borrow.

Families are encouraged to contribute to the program in any way they can, this has included working in the garden, helping out on excursions, donating their time for working bees and sharing skills and knowledge such as the yoga and movement experiences that occurred during the term and identifying the beetle (previously mentioned).

Educators support extended family members, such as grandparents and younger siblings by welcoming them into the service and communicating with them about their child. Playgroup is also available and supports children's transition to the service and continuity with the school site. As discussed the service works with the Aldgate OSHC, who drop off and collect children who attend kindergarten thus allowing working families to access the service.

**Standard 6.2 is rated** **Exceeding NQS**

<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met

### Evidence for Standard 6.3

Community information is available on the parent information board positioned near the services entry gate and promotes a range of local services such as mums and bubs and the community toy library, local dental care and immunisation schedules, Foster care opportunities and health warnings like being careful of button batteries in toys.

The service has established relationships with many other local services such as Ranges Child Care Centre, Mylor Scott Creek and Heathfield schools, NRM, CFS, Dancify, local Bunnings and Greenhill living and other educational services involved in the DECD regional partnership. Local community services such as the police and ambulance visit the service annually. The Aldgate men's shed repair and make resources for the service.

Other links the service has used to support families in their role include the Local GP's, Flinders community health service for children under four years and Child Family Health service with health screenings occurring on site each term. Local families who live on farms have also shared produce and provide opportunities for children to visit their farms.

A majority of children attend the Aldgate School (annual report indicated 88.8%) and make use of the OSHC as well. The service has an established working relationship with the educators at these sites and already collaborates in a number of ways including a buddy class, NRM and there are plans to increase involvement via the STEM project.

The service supports early intervention and is aware of inclusion support services. They are currently trying to make contact with a private speech pathologist assisting one of the families. The director discussed a range of services the kindergarten has worked with to support greater outcomes for children.

**Standard 6.3 is rated**

**Exceeding NQS**

## Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

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

No

**Quality Area 6 is rated**

**Exceeding NQS**

## Quality Area 7 – Leadership and service management

Standard 7.1	Effective leadership promotes organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	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.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met

### Evidence for Standard 7.1

Effective leadership promotes a positive organisational culture and builds on the professional learning community. Well established governance arrangements supports effective management of the service. The service has a small active governing council that supports the director in her role.

Families are invited to attend the annual general meeting held during Term 1 each year. The parent volunteers are encouraged to attend training on their role and receive a handbook which contains a copy of the constitution, code of practice and role of governing council, site specific policies and review dates, DECD policies, and newsletters.

The committee meet twice a term and review the sites QIP, policies and ensure the service meets the DECD operational requirements. Minutes are kept and available at the service. The director requires the committee's support to approve initiatives. For example, the director is currently seeking quotes and information to secure an artist in residence for the service that will enhance the learning curriculum for children.

Induction processes are in place for educators, committee members, volunteers and students. Comprehensive information about the site and the philosophy and key policies and procedures are highlighted. An induction checklist is used to ensure all areas are covered. This process is reviewed periodically to ensure it meets the needs of all parties.

The service has made budget decisions and systems are in place to ensure educators have up to date qualifications and use a core group of staff to support consistency for children and families. On the day of assessment and rating visit the relief teacher appeared to be familiar with the site and confidently engaged with the children. Long term staff members have been able to build relationships with families in the community with siblings attending both playgroup and kindergarten.

The director is the sites educational leader and respectfully leads and challenges educators to improve outcomes for children by developing their practice. The acting director discussed the STEM project with the previous director before she went on leave. An application to participate was submitted and funding was secured. Preliminary discussions have occurred with the school who have also won significant funding to support STEM growth and capitol works at the school site.

All adults including educators, committee members and visitors such as OSHC staff, gardeners and independent visitors have up to date relevant history assessments prior to starting at the service and have completed RAN training.

**Standard 7.1 is rated**

**Exceeding NQS**

<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met

### Evidence for Standard 7.2

The service philosophy is regularly reviewed at the beginning of the year. It acknowledges Peramangk people as the traditional owners of the land. The statement supports learning through play, developing life skills, making connections with each other and the natural world and a commitment to environmental sustainability. The practices observed during the assessment and rating visit were congruent with these values.

Regular performance appraisals and evaluation are conducted at the service each term with staff leading the process. A performance development plan is developed to reflect on progress and practice and inform discussions held throughout the year. During the process the director uses the QIP, Australian professional teaching standards and other tools such as the RRR or STEM goals to provide feedback. Educators can identify training of interest or need and this informs professional development opportunities for the site. As discussed in standard 4.2 the service collaborates with other sites in their DECD regional partnership to critically reflect on practice and can access professional development opportunities around key areas of the curriculum such as STEM and numeracy and literacy. The early childhood leader for the service provides feedback to the team on practice and meets with the director to provide feedback.

The educator's, committee members regularly discuss the sites QIP with a copy on display in the kindergarten. A self-assessment of the NQS is conducted by the staff team and informs site priorities. Other information is obtained through parent opinion surveys conducted annually.

**Standard 7.2 is rated**

**Exceeding NQS**

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	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.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met

### Evidence for Standard 7.3

The service has appropriate secure systems in place to manage confidential information. The DECD Early Years System keeps attendance data. There is a finance officer (shared with the school) who works with the director and governing council members to maintain the services viability and budget. Data is reviewed to ensure effective operation of the service.

The service is aware of the role of the Regulatory Authority and uses the DECD IRMS to record and inform of incidents. The service has a grievance policy that families and educators are made aware of during their induction. This process is discussed with the director encouraging families to raise concerns with her in the first place. These are recorded with the director aiming to find a mutually agreeable decision in a timely fashion. The issue is discussed with management and policies and procedures are reviewed as necessary with the chairperson available to families on request. Families are also provided with DECD complaints brochure in the information pack.

Educators are encouraged to address issues immediately with open dialogue with their colleagues. The director is available to support this process as necessary. The DECD Active resolution procedure is used as a guide. The director stated that the team had created a safe place for robust professional conversations that allowed different perspectives to be unpacked and respected.

As discussed previously the service has polices to support the effective management of the service. A policy folder was sighted that had a review date schedule. For example, the committee are currently reviewing the services grievance policy and have made a few suggestions. Families are and educators are provided with an opportunity to provide input as well. Key polices are shared in the information and induction packs and on the website with a full set of both site and DECD policies available at the kindergarten.

**Standard 7.3 is rated**

**Exceeding NQS**

## Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

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

No

**Quality Area 7 is rated**

**Exceeding NQS**

# Assessment and rating summary

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<b>Quality Area 1 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 2 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 3 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 4 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 5 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 6 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 7 is rated</b>	<b>Exceeding NQS</b>
<b>Overall rating</b>	<b>Exceeding NQS</b>

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