



Australian Children's  
Education & Care  
Quality Authority

File ref:  
(if applicable)

# National Quality Standard Assessment and Rating Report

Service name Elizabeth Grove Primary School OSHC

Service approval  
number SE-00010317

Provider name Elizabeth Grove Primary School Council

Provider approval  
number PR-00006087

Assessment & rating  
number ASR-00011378

Report status Final Report

Date Report  
Completed 13/07/2015

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

# Assessment and rating visit details

---

## Type of service

---

- Long Day Care  Outside School Hours Care (OSHC)  
 Family Day Care (FDC)  Preschool / Kindergarten

Nominated supervisor

Sandra Pengelley

Educational leader

Sandra Pengelley

Responsible person

Sandra Pengelley

Primary contact for assessment & rating

Sandra Pengelley

Quality Improvement Plan date received

15/05/2015

## Visit

---

Date  Arrival  Departure  No. of children in attendance

Date  Arrival  Departure  No. of children in attendance

## Authorised officer

---

Name

Name

## Further information (if applicable)

---

The service is situated adjacent to the school grounds of the Elizabeth Grove Primary School and is located behind the children's centre which accommodates preschool and parenting programs. A transportable building located next to the OSHC building is utilised by the school to provide an outreach program to disadvantaged families. The service shares a boundary fence and gate with the school. A community playground is situated next to the service and direct access is provided through the OSHC outdoor area. This outdoor area is currently a large barren space consisting of a shade structure, two picnic

benches, a concrete path, trees and dirt. The director shared with the authorised officer plans for a major upgrade of this area. The plans are on display in the service but are subject to securing funding and community support. Money has been raised to fund the first stage of the project via some community donations.

Due to low utilisation rates, the service predominately operates as a single educator site. The service director is the sole educator although other educators are organised when numbers permit.

## Quality Area 1 - Educational program and practice

<b>Standard 1.1</b>	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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.4	The documentation about each child's program and progress is available to families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.5	Every child is supported to participate in the program.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 1.1

- The service implements the My Time, Our Place (MTOP) framework for school aged care. The director plans a weekly program based on the interests of children along with relevant special or cultural events. The director was able to articulate how the framework was used in the service which was as a reference tool to refresh educator thinking and to link and promote children's learning with the learning outcomes. The outcomes were linked to the observations recorded of children as well as to the experiences documented in children's learning portfolios. The educator has recently made changes to the way children's learning and participation in the program is documented in the OSHC 'Big Book' and the new format includes links to the learning outcomes of MTOP.
- The director stated that the program was child based as children initiated all experiences and plans including menu ideas and intentional teaching. Children are encouraged to complete a survey each term which asks them what they would like to do. Their responses are added to a program planner and once they have been implemented the educator completes a quick observation sheet or takes a photo which is added to the child's portfolio. The educator checks off children's experiences from the planner. The educator stated children are regularly given catalogues to pick out the resources they would like purchased which gives her further ideas of what experiences /resources children are interested in. The educator also stated the service program was based on how individual children learn and not just 'general learning'. She shared an example to support this, discussing how a child with strong computer skills and an interest in drawing is being supported and included in the program. According to the service Quality Improvement Plan (QIP), children's ideas are supported on the day or added to future programs and this was observed by the authorised officer. For example, two children asked the educator if she would put on the DVD 'Frozen' for them. The girls used two large coloured parachutes as gowns with a long train, which the educator assisted them to put on. The girls then took turns to act out the different roles of the movies as portrayed by the two lead characters. The educator observed and documented this experience for both girls and ideas for future planning was sighted by the authorised officer.
- The weekly program is displayed for families to view as are children's individual learning folders. These have recently been stored in individual named pockets hanging on the wall and contain photos and documentation of children's involvement in the program. On the day of the assessment and rating visit a child was observed showing his parent, the new location of his learning folder. Each child has also been given a folder with clear pockets where they can display their drawings and other paper creations. These were easily accessible to children, located on the table with drawing materials and many children were observed putting their pictures in the folder. A 'Big Book' of OSHC is available for children and families to view which includes photos, documentation and examples of children's work. The director also includes photos and examples of children's involvement in the program in the service newsletter. An example sighted by the authorised officer included evidence of children cooking, making characters out of foam and props and a treasure hunt, which was organised and implemented by the children.
- The routine of the service is flexible and enables long periods of uninterrupted play for children. If children are required to be interrupted such as at the end of the session, the educator provides a five minute warning. Children lead their play and were given opportunities to make choices regarding their involvement. Children arrived at OSHC and made themselves comfortable, sitting and talking socially with the educator or finding something to do from the many experiences

available to them, stored openly in the environment or set out by the educator. One child set up the Wii console and began playing while two other children looked at their portfolios sharing their photos and pictures. An older child sat at the table and began a discussion with the educator about her upcoming birthday, which involved the choice of cake to be made at OSHC. Children could come and go from afternoon tea as they desired and they made their own sandwiches from prepared toppings and spreads. In the morning session the children were able to choose when they wanted breakfast as the educator provided several offers to prepare it. One child was overheard informing the educator that he would have his breakfast when his friend arrived. While children were consistently observed demonstrating their independence in the program, the educator was consistently observed supporting and assisting children. For example, two children in the morning session were involved in making muffins for afternoon tea. The educator checked with the children to see how they were doing and offered to help them mix it at the end, which they accepted. In another example, children were able to use the service computer for 'special' experiences and the educator enabled this by providing the password and assisting with using different software programs. It was evident to the authorised officer that children were confident and comfortable at the service.

**Standard 1.1 is rated Exceeding National Quality Standard**

<b>Standard 1.2</b>	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

**Evidence for Standard 1.2**

- The program template consists of the weekly menu, multicultural calendar events, what's happening this week ( for example, assessment and rating visit or Guide Dog visit) and intentional learning. The director stated that intentional learning includes new thinking or an idea the educator wants to introduce and provided the following example. A child was noticed looking at pictures of dogs on the computer and a picture of a guide dog resulted in a discussion about this. The educator organised a visit from a person with a guide dog and extended this experience by sending the service camera home with each child to photograph their dogs to see what they could do. This was extended to include any pets as some children did not have dogs and the educator did not want these children to feel left out. The photographs of the children's pets and the information about them was on display in the service. Intentional learning experiences also include activities planned as a result of children's interest or observation reflections. The educator was able to discuss with the authorised officer how she uses the knowledge she has of individual children as well as documented observations to inform weekly programs as well as how children's learning is extended in the program. This was sighted by the authorised officer with the cooking experience planned and implemented from the program on display. The director also provided another example where jewellery making was extended to include making head bands and wrist bands, with an emphasis on super hero wrist bands for some of the boys. Children's learning is assessed against each of the learning outcomes of MTOP. The educator ensures this is completed at least once a term. A list of the outcomes of MTOP are documented in each child's learning folder and the educator highlights them as she believes children have demonstrated an achievement of the outcome. The educator identifies any gaps in children's learning through this list and promotes these outcomes through future programs. It was evident to the authorised officer that a cycle of planning, documentation and evaluation is present for each child at the service.
- As highlighted in standard 1.1, the educator is able to articulate her knowledge about each child including their strengths, interests and the best ways in which they learn. She uses this knowledge to inform the planning and implementation of the program. This includes routine details such as the example provided to the authorised officer where one child has cinnamon sugar on their toast every Friday. The educator evaluates and reflects on each intentional learning experience documented on the program, from an individual and group perspective. Further learning opportunities are considered during this evaluation process, to be included in the next program or future programs. Documentation is provided in the service where children can evaluate their own experiences. The director stated this is not used a lot but she encourages children to do this at different times and provided the following example to the authorised officer. One child had documented a very brief evaluation of her experience and when she showed the educator , she asked further questions.

The educator said this caused the child to go into a 'long and detailed explanation' which the educator said sounded amazing and the basis of a great story. The educator shared this belief with the child and encouraged her to document it on the computer, which she did. This has resulted in several chapters of the story. On the day of the assessment and rating visit, this child was observed asking the director if she could use the service computer to continue her story as she was up to chapter seven. The child told the educator that when her book was published and she received an award she would thank the educator in her acceptance speech. Later in the session the child shared a chapter of her book with the educator who suggested she make a book cover so she could print out each chapter as she wrote them and put them behind the cover. The child thought this was a great idea and sought the educators assistance in doing this on the computer.

**Standard 1.2 is rated** Exceeding National Quality Standard

### Quality Area 1 summary

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?

Yes  
 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  
 No

**Quality Area 1 is rated** Exceeding National Quality Standard

## Quality Area 2 - Children's health and safety

<b>Standard 2.1</b>	Each child's health is promoted.	
2.1.1	Each child's health needs are supported.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.1.3	Effective hygiene practices are promoted and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 2.1

- Information about children's individual health needs is documented at enrolment. Visual displays identifying children's individual health needs are available in the service kitchen while an asterix against children's names on the sign in/out chart identify those children with an additional need/or requirement to all educators. A child currently attending the service has diabetes and he was observed checking his blood sugar levels on arrival at the service in the afternoon. The educator ensured she was close by to provide any support should he need it and his sugar levels were documented on a template produced by the director. The template provides the ability to record any foods the child has consumed while attending OSHC and all of this information is shared with the child's family at pick up times. The director said that constant communication with his parents was vital as was the communication between the school and service to ensure a consistent approach to the child's needs. The educator stated, initially the child was shy about his illness and did not like additional attention but as he has become more comfortable and confident in self managing his illness, he is taking on a educative role with staff and children about diabetes. The director said this was also the case with another child who attended the service who follows a Vegan diet. She confidently shares information with the children about this and is supported by providing adapted meals or substitutes while attending OSHC.
- Children were able to meet their own needs for rest and relaxation during the assessment and rating visit. Three different areas were set up with lounges for children to accommodate this. One area consisted of two lounge chairs and an ottoman along with a television and game console. Children could sit there and play the games or be active with the Wii. A second area had two lounges and a book shelf; children were observed lounging there conversing with their peers. A third area consisting of a lounge, large cushions, a television and a selection of children's movies was available. Two girls were observed using this space to watch 'Frozen' on the afternoon of the assessment and rating visit.
- During the assessment and rating visit, children and the educator were observed using effective hygiene procedures. Children were encouraged to wash their hands before meal times and cooking experiences. Posters that promoted effective hand washing techniques were on display in the service. Tissues were available at children's height and they were observed using them and discarding them in the bin when finished, although they did not wash their hands after this. Tongs were provided to pick up sandwich toppings at afternoon tea and a child who dropped her knife on the floor was encouraged by the educator to put it in the sink. The educator wiped down the table that children used for afternoon tea, while in the morning session, a table cloth and artificial flower arrangement were placed on the breakfast table.
- Families are informed of any illness present in the service and information is sought from Staying Healthy In Childcare to assist in this process. Any illnesses or accidents apparent in children while attending OSHC are documented on an accident/illness report. The director has approved qualifications in first aid, asthma and anaphylaxis. A first aid kit is available in the service and has recently been moved from the kitchen to a store room adjacent to the administration area (see standard 2.3 for further details).

**Standard 2.1 is rated** Meeting National Quality Standard

**Standard 2.2** Healthy eating and physical activity are embedded in the program for children.

2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 2.2

<ul style="list-style-type: none"> <li>• Healthy food options are provided at breakfast and afternoon tea. For example, at breakfast children were able to choose from a selection of cereals including Weetbix, porridge, Rice Bubbles and Corn Flakes. Toast and spreads including cheese slices and fruit toast were also provided. Many children were observed drinking warm or cold Milo with their breakfast while at afternoon tea a water jug and cups were available. This was available to children on a bench throughout the assessment and rating visit. Children were heard asking what was for afternoon tea after arriving at OSHC and they were informed 'sandwiches'. A selection of toppings were available to children including fritz, sauce and cheese as well as spreads such as Vegemite and honey. While children were eating, the educator offered other choices to children available in the kitchen, for example, lemon spread. During the morning session a discussion between the educator and children was heard; they discussed the afternoon tea menu for the day which was banana muffins and cinnamon muffins. The educator informed the children she had a new recipe to try. The weekly menu on display advised that fruit platters were planned for children on two days of the week.</li> <li>• Food and nutrition information is available at the service. Children have been involved in making some posters for a display located in the OSHC room. A food pyramid containing the recommended daily nutritional guidelines using pictures cut and pasted from a magazine has been created. The foods that are available to children at OSHC have also been documented on three posters. Posters from 'Go for 2 &amp; 5', Obesity Prevention And Lifestyle (OPAL) and Right Bite Easy Guide to Healthy Food and Drink Supply, are present in the service.</li> <li>• The service has access to an outdoor area and a community playground and children were observed accessing this playground for a short period of time. The playground enables children to swing, slide, climb and balance. There was evidence in the OSHC 'Big Book', sighted by the authorised officer showing children's involvement in other physical experiences. These included cricket, climbing trees, stilts and acrobatics indoors, using the large pillows and lounge cushions as a soft landing. One of the children booked into OSHC was late to the afternoon session as he was participating in an after school football program. The director stated that the service has access to areas within the school grounds which they could use in their physical play, but this did not occur on the day of the assessment and rating visit.</li> </ul>
--

<b>Standard 2.2 is rated</b>	Meeting National Quality Standard
------------------------------	-----------------------------------

<b>Standard 2.3</b>	Each child is protected.
---------------------	--------------------------

2.3.1	Children are adequately supervised at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 2.3

<ul style="list-style-type: none"> <li>• The service predominantly operates with a single educator for staffing purposes and this can provide challenges which the educator is aware of and does her best to overcome, ensuring children are adequately supervised at all times. During the assessment and rating visit, the children were inside the main OSHC room for most of the sessions and this enabled effective supervision. During the afternoon session two children wanted to go to the playground and were able to, although the educator stayed inside momentarily to finish cleaning up from afternoon tea. The back door remained open</li> </ul>
---

during this time and a child soon reappeared to ask the educator to go outside. When the educator went outside, the children inside were on their own for a short period of time before the educator reappeared and stood in the doorway between the two spaces. The educator then opened up the double doors to the outdoor area and sat at the outdoor table and bench with the clay so she could have a visual line to both the indoor play room and the playground. According to the service QIP, children buddy up if they need to return to school for anything and this was observed. One child mentioned to another child that he wanted to collect something and asked the child if she minded to go with him. The child confirmed she was happy to go with him and they were absent from the service for a couple of minutes. Children were observed informing the educator of their movements throughout the assessment and rating visit, including informing the educator when they were leaving for school in the morning.

- Preventative maintenance is carried out at the service, with electrical items, fire extinguishers and heating and cooling checked annually. Broken equipment is removed while hazards are reported to the school immediately. The director provided two examples of when risk assessments have been conducted. The first one was completed before visits to the playground whilst the second example was as a result of an incident which occurred at the service. In this incident, a child fell from a swing and was hurt. The educator was required to perform first aid but was unable to leave the child and the first aid kit was located high up in a kitchen cupboard, inaccessible to children. When the educator tried to make phone contact with the school for assistance there was no help available. An ambulance was called and the educator was concerned about sending the child on their own. This incident has resulted in some change to service practices, assisted by the use of a risk assessment. The first aid kit has now been moved so that children can reach it, if they have been requested to do so. Changes to support protocols are being considered and the director has developed a template to complete to send with children if they need to seek medical attention.
- Emergency evacuation plans are displayed near the front and back entrance of the service along with fire extinguishers. Emergency evacuation plans are practiced each term and documented. When the authorised officer asked the director if specific plans were in place to manage any personal emergencies as a single educator service, she responded that this was something recently discussed at her hub meeting and had been thought provoking. While no formal procedure has been discussed with the school or documented, the educator did say she had a conversation with one of the oldest OSHC children and showed her how to inform emergency contacts.
- All educators employed at the service have completed Child Safe Environments training as this is a prerequisite for employment. They are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

**Standard 2.3 is rated** Meeting National Quality Standard

### 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?

- Yes  
 No

**Quality Area 2 is rated** Meeting National Quality Standard

## Quality Area 3 - Physical environment

<b>Standard 3.1</b>	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 3.1

- The OSHC is located in an old building (hall) which consists of a main OSHC room and kitchen, toilets and two store rooms. Space has been allocated within the main room to accommodate a service administration area as well as an area for parents/guardians. This has been achieved with the organisation of furniture such as desks and shelving. The furniture within the OSHC service is suitable with tables and chairs of varying sizes used throughout, including a raised bench and stools which was used at breakfast time during the morning session. An outdoor area is directly accessible from the OSHC building although it is presently awaiting redevelopment. A community playground is adjacent to this outdoor area and the two share a boundary fence. A gate has been provided within this fence side to provide the OSHC service direct access to the playground. A sign has been erected at the front of the playground to inform the community that the playground cannot be accessed during the hours the OSHC is in operation. The playground was upgraded in 2014 by the local council in discussion with the OSHC. The OSHC service is able to use any of the school facilities although the director stated they predominantly use the school oval, gym and playground.
- There are double doors installed in the front and back of the service enabling clear access and flexibility between the indoor and outdoor environment (see standard 2.3 also). The floor levels leading into and out of the service are of the same height as are the floor levels within the building. The main OSHC room is a large open area which provides sufficient space to set up accessible play areas for children. These measures ensure the participation of every child in the OSHC program.
- Maintenance for the service is completed by the school maintenance person. The director reports any issues via a book located over in the school. If any tasks cannot be completed by the maintenance person, the school organises external trades, for example, plumbers. The director completes termly audits of equipment and resources to ensure they are safe and in good working condition. The authorised officer noticed that the pool table at the service was in need of repair as the green top was significantly ripped and the educator was heard telling children that it was wobbly and needed fixing. It was located behind a lounge suite and was inaccessible to children. The educator was observed informing children it would remain in that position until it was repaired.
- On the day of the assessment and rating visit, the educator was observed checking to see that toilets were flushed and rubbish was emptied at the end of the afternoon session. She wiped down tables and completed cleaning tasks in the kitchen. The school cleaner is allocated 15 minutes to clean the toilets, vacuum and mop the floors after the morning session each day.

**Standard 3.1 is rated** Meeting National Quality Standard

<b>Standard 3.2</b>	The environment is inclusive, promotes competence, independent exploration and learning through play.	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	<input type="radio"/> Met <input checked="" type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 3.2

- The inside OSHC environment is a large open space, divided into play areas using furniture and equipment. Three lounge areas are available which allow for resting, looking at books, playing game consoles or watching DVD's. Children were also observed sitting in these areas chatting to each other or playing hand held games. Evidence sighted by the authorised officer showed that cushions from these lounge chairs were used by children in their gymnastic endeavours, which were able to be conducted inside, due to the generous space available in the environment. Many toys and equipment were available to children, stored within the main OSHC room in open shelving or in open storage racks and containers. Children were able to access these independently to use as they desired in their play. Storage units housed animals, games, blocks, train set, large trucks, vehicles and cardboard boxes for construction. The shelving units within the quiet area stored board games, lego marble run, shoes and dress ups. This space also accommodated a home corner set up of kitchen and laundry furniture along with supporting props, a computer station and dictionaries.
- Other resources were available in the storage room and children were able to ask the educator to get them, demonstrating a knowledge of what was available to them. Additional resources freely available to children in the OSHC room were: an air hockey table, Wii console, television and a selection of DVD's books and games. According to the service QIP, resources are replaced as needed. A selection of table experiences organised by the educator prior to children's arrival at the service, was available to children. These included painting, clay and drawing. Children could use the service computer in exploring their creative ideas and the clay was moved between a table inside and the picnic bench outside.
- While the indoor environment is inclusive, promotes competence, independent exploration and learning through play, the outdoor environment does not. As mentioned, the outdoor area directly adjoined to the OSHC service is a large barren space awaiting redevelopment. A couple of children ventured outside for a short time and sat with the educator at one of the picnic benches to use the clay. Two children visited the community playground which consists of fixed playground equipment and bark soft fall. The educator stated that children did play cricket in this outside area but there was no evidence to support that this space was a positive learning environment for children. Two large trees have recently been chopped down for safety reasons and the educator requested that some tree logs and stumps be retained by the service to incorporate them into the outdoor upgrade, as the focus is on providing a natural play space for children. The addition of the tree stumps and logs has provided some recent interest and exploration opportunities to this outside area. There are some natural wooden elements incorporated into the indoor environment including home corner equipment, shelving and a cupboard.
- The service has access to the outside play spaces of the school, including the playground and oval but these were not utilised on the day of the assessment and rating visit.

**Standard 3.2 is rated** Working Towards National Quality Standard

**Standard 3.3** The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1 Sustainable practices are embedded in service operations.  Met  Not Met

3.3.2 Children are supported to become environmentally responsible and show respect for the environment.  Met  Not Met

### Evidence for Standard 3.3

- Some consideration is given to sustainable practices in the service. Recycle bins are located in the kitchen and main OSHC room, enabling the service waste to be sorted into general rubbish, mixed recyclables and paper recycling. During the afternoon session, a child was heard telling the educator she had read the paper recycle bin in the kitchen and it said 'no paper towel'. The educator was surprised by this when the child showed her. Together they checked the bin in the main room which said the same. The educator wondered out loud, 'I wonder where we are meant to put the paper towel then?' and the child responded, 'Maybe we could make our own bin just for the paper towel.' The director stated that the service 'teams up' with the school in regards to recycling as the service bins are emptied over at the school. There was little evidence of other sustainable practices embedded in the program and when asked by the authorised officer, the educator stated that sustainability practices would be improved when the outdoor upgrade was completed.
- Children are supported to become environmentally aware and responsible. Children have been involved in the exploration of life cycles. The service had a visit from a hatching chickens program last year and they took care of the eggs and the baby chickens when they hatched. One of the children from OSHC took some of these chickens home when they were bigger and has continued to care for them. This child recently brought in some eggs laid by the chickens to share at

OSHC and they were used in a cooking experience. This experience has been reorganised for this year. The wood shavings that were used on the bottom of the cage for the baby chickens was reused around the bottom of some fruit trees that had been planted next to the transportable building adjacent to the service. There was evidence in the OSHC 'Big Book' which showed a child had completed a project on the life cycles of butterflies and shared this with her peers. A child was observed informing the educator that she had been picking up rubbish in the school yard. The educator said that it was good to be looking after the environment and this could be continued in the OSHC yard.

- A 'sustainable' display board was on the wall in the OSHC room. The display included paper flowers which had been made by children, posters encouraging recycling and informing that ink cartridges could be donated at the school office to be recycled by Planet Ark. Seeds that had been collected by the children, including capsicum and honey dew melon were a part of this display and were being kept to be re planted in the new garden once re developed.

**Standard 3.3 is rated** Working Towards National Quality Standard

### Quality Area 3 summary

QA3 Minor Adjustment notes

QA3 Quality Improvement Plan notes

It is recommended the approved provider of the service explore ways of contributing to the redevelopment of the outdoor environment that supports the work of the director to achieve an outdoor environment which engages children in quality experiences.

It is recommended the service further explore ways to ensure sustainable practices are embedded in the service program.

QA3 Compliance notes

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

- Yes  
 No

**Quality Area 3 is rated** Working Towards National Quality Standard

## 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  Not Met

### Evidence for Standard 4.1

- Educator to child ratios and qualification requirements were maintained at all times on the day of the assessment and rating visit. The director/educator holds a diploma in childcare . As mentioned previously in further information, due to a recent decline in utilisation, the service predominantly operates with a single educator. When numbers permit a second educator, the service has the option of calling upon two casual educators. The educator who is called upon in the first instance has a certificate III in child care while the second casual educator holds a Bachelor of Primary Teaching and is predominantly used if the director is absent. The director confirmed that a second educator is rostered on once bookings for the session go over 15.

**Standard 4.1 is rated** Meeting National Quality Standard

**Standard 4.2** Educators, co-ordinators and staff members are respectful and ethical.

4.2.1 Professional standards guide practice, interactions and relationships.  Met  Not 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  Not Met

4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.  Met  Not Met

### Evidence for Standard 4.2

- The service has a code of ethics which guides educators practice, interactions and relationships in relation to children, families, the community, colleagues, the employer, students and self as a professional. The staff handbook and service policies further provides guidance to educators.
- As the assessment and rating visit only provided the opportunity to observe the director/educator, it was difficult to sight the collaborative relationships between educators at the service. The director was observed interacting positively with other adults that passed through the service. This included a colleague from the school based family outreach program, the cleaner and a non OSHC parent. During discussions, the director stated she meets with her line manager weekly and regularly emails or texts the other casual staff with anything they need to know. The director also stated she discusses the program with the other educators and encourages their contributions. When the other educators are rostered on to fulfill ratio requirements the director stated she has a chat with them before the session to ensure they are up to date with all required information. Codes have been included on the children's sign in and out chart to ensure all educators are aware of the individual needs of children. According to the service QIP, the school supports the OSHC staff team by sharing resources and inviting them to participate in shared training opportunities. This was supported by the director during discussions.

**Standard 4.2 is rated** Meeting National Quality Standard

## Quality Area 4 summary

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?

- Yes  
 No

**Quality Area 4 is rated**

Meeting National Quality Standard

## Quality Area 5 - Relationships with children

<b>Standard 5.1</b>	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.1.3	Each child is supported to feel secure, confident and included.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 5.1

- The educator greeted all children by name as they arrived at the afternoon session and introduced them to the authorised officer. This was repeated the following morning for those children who had not yet met the authorised officer. The educator and children were consistently involved in reciprocal conversations which entailed information sharing, acknowledgement of efforts, jokes and humour. It was clearly evident to the authorised officer that the educator had strong connections with all the children attending the service. This was repeated with other children who had previously attended the service but had since moved onto high school. On the day of the assessment and rating visit, the authorised officer observed two older boys from the local high school drop into the service on their way home from school. The educator was present, preparing for the afternoon session but the OSHC children had yet to arrive. The two boys participated in a game of air hockey and chatted to the educator about their current school experiences.
- The educator was consistently observed speaking warmly to the children and kept them informed about what was happening in the program. For example, she talked to the children about how many would be attending in the afternoon and that she had found a new recipe to try although she did not have one of the ingredients and had added it to the shopping list. The educator sat with the children while they were making and eating their afternoon tea and offered to get them other choices than what was available on the table. General conversation was observed taking place between the educator and children at this time. One topic of conversation involved a discussion about food (macaroni and cheese). During the morning session the educator was observed asking the children on multiple occasions if they wanted breakfast and was willing to serve them once they were ready. In addition to organising breakfast, the educator was involved in collecting resources requested by children such as rollers for the clay. She listened to other children share their stories and acknowledged achievements such as the pictures that were being drawn.
- The educator ensured she was available to children at all times and was seen checking in with each child throughout the assessment and rating visit to ask, 'Are you okay there?' The educator enabled one of the boys to work on the service computer and she typed in the password for him. While the boy was working on the computer, two other children were watching the Frozen DVD (as mentioned in standard 1.1) and were observed singing along to the songs. The child on the computer expressed his dislike for the movie, songs and singing and requested the movie be turned off or turned down. The educator told the child this was not going to happen and asked him what else could be a solution. The educator found some headphones for the child so he could work on the computer without the distraction from the noise around him.
- A 'Wall of Greatness' is on display in the service. Comments are added to the wall by children and staff, recognising children's efforts and achievements. The educator was observed writing on the wall about the child who made the discovery about the paper towel as mentioned in standard 3.3. Samples of children's art work, a birthday chart and photos of children (including 'selfies') and their pets are on display in the service.

**Standard 5.1 is rated** Exceeding National Quality Standard

<b>Standard 5.2</b>	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
5.2.3	The dignity and rights of every child are maintained at all times.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 5.2

- Collaborative learning opportunities were effectively facilitated throughout the assessment and rating visit. The design of the service and manner in which children can lead and direct their play enables children to play independently, in pairs or small groups and this was observed by the authorised officer. For example, two children played Wii together, while two children visited the playground together and two girls were observed engaged in the Frozen DVD play episode. Two girls were involved in cooking the muffins for afternoon tea, collaborating to follow the recipe, sharing the ingredients and other cooking props. Two table experiences were provided, enabling multiple children to participate in clay and painting. As mentioned in standard 1.1, children were observed sharing their learning folders with each other as well as the pictures they were drawing and their clay creations. They were also observed sharing these with the educator. One child printed out a picture for the educator on the computer and told her it was for her to colour in. The educator sat at the drawing table for a period of time with the child, working on the picture he had made for her.
- As highlighted in standard 5.1, children were observed engaged in social conversations and sharing in jokes and humour during afternoon tea. This was repeated during the morning session as children ate their breakfast.
- In addition to the example shared in standard 5.1 regarding the Frozen DVD, children were consistently encouraged by the educator to respect each other and to manage their conflicts appropriately. In other examples, a child was observed discussing with the educator that he could not think of something to draw. A second child responded by saying 'you're useless of thinking of what to do when your'e bored, you have no imagination.' The educator said to this child they were very strong words to use and the other child is not useless but 'confused' or 'frustrated' would be better words to describe him. On another occasion one child was heard telling another child, 'If you do that again, I will punch you in the face.' The first child informed the educator of this threat and when the educator asked the child if he had said this, he originally denied it before admitting to it. He said that the child was annoying him. The educator told the child his behaviour was threatening and asked him what else he could say? The child shrugged and replied, 'I don't know' The educator suggested 'You could ask him to stop' continuing; 'and he would need to listen to you and stop.' The educator was also, observed speaking positively to children when reminding them of expectations, such as requesting children not to climb on furniture. A behaviour management policy is available in the service and there are several displays about the expectations of children's behaviours and samples of good choices and poor choices (thumbs up and thumbs down).
- The dignity and rights of every child was maintained at all times on the day of the assessment and rating visit. The educator was observed asking the children for their permission before she took their photos. The examples shared throughout this report, particularly those which highlight the interactions between the educator and the children also support this.

**Standard 5.2 is rated** Exceeding National Quality Standard

### Quality Area 5 summary

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?  Yes  
 No

**Quality Area 5 is rated** Exceeding National Quality Standard

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

<b>Standard 6.1</b>	Respectful, supportive relationships with families are developed and maintained.	
6.1.1	There is an effective enrolment and orientation process for families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.1.3	Current information about the service is available to families.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 6.1

- New families enquire at the service via telephone or through the school office. The educator can send information to families or they are welcome to collect it in person. For those who do this, the director shows the parent/guardian around the service and explains the sign in/out chart, parent pockets and discusses their care requirements. An enrolment pack is given to all new families and contains a welcome letter and a range of information including vacation care partners, fees, the program, procedures. Parents are also informed that family comments and opinions are appreciated. The pack also contains an enrolment form, bullying policy, behaviour management policy, a parent agreement and an 'All about Me' template to be completed by the child. The director ensures that the enrolment form is completed correctly by all parents/guardians and ensures she conveys to parents/guardians that they are welcome to visit or ring the service at any time.
- According to the director, the service has an open door policy. When asked by the authorised officer to clarify what this meant, the director stated that parents are welcome at any time and the service is transparent. The director stated that she makes parents feel welcome by making them a coffee while they wait for their child to finish what they are doing at pick up times. She also stated that one parent regularly drops in for a coffee and chat in the afternoon before she picks up her child from school. Families have been requested for their assistance in the outdoor upgrade via the service newsletter and display in the service. Parents/guardians also make donations to the service. On the day of the assessment and rating visit a child brought in a large display box covered in 'Minions' and the child and educator were observed discussing options on how they could use it. They decided that storing the service DVD's was the best decision and the educator commented to the child that 'Your mum is great at getting big boxes for us.'
- Families are encouraged to significantly contribute to service decisions. Families are provided with feedback/survey forms once a year. The director stated that a good response was received from families returning the most recent forms. The feedback provided was predominantly positive with the only concerns highlighted about the physical appearance of the service facilities and some concerns about children with 'strong personalities'. The director also shared that in the past the service had not been open during pupil free days at the school. In response to parent/guardian feedback, the service was opening for their first pupil free day in a couple of weeks, after the assessment and rating visit.
- An OSHC sub committee or advisory committee meet twice per term and families are encouraged to participate in these meetings. Currently the director, her line manager and finance officer from the school and two parents and a grandparent from OSHC attend the meetings and discuss any issues, usage, notifications, fundraising, training and development and correspondence. The outcomes of the OSHC sub committee meeting are discussed at the school governing council meeting where OSHC is a standing agenda item. The director is able to pass on any issues or concerns to the governing council but she does not attend meetings as she provides care for the children whose parents are attending the meetings. The director receives minutes from the governing council meetings. Parents from the OSHC are invited to join the school governing council.
- A parent area is available in the service for families which provides a range of information including the service's prescribed details as required by National Regulations. The sign in and out chart, service policies and philosophy, a copy of the weeks roster, photos of educators and a copy of the current service newsletter were all located in the parent area. A note highlighting the upcoming pupil free day and other service paper work was also available. The service newsletter is published once or twice a term by the director and placed in parent pockets. A note informing families of the assessment and rating visit and the processes involved in this was provided to families and displayed on the entrance door of the service. A dedicated OSHC page is available on the school website and provides contact details for the service, hours of operation, information about meals, fees and child care assistance available and photographs of children's involvement in the program.

**Standard 6.1 is rated Meeting National Quality Standard**

<b>Standard 6.2</b>	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 recognised and they share in decision making about their child's learning and wellbeing. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing. <input checked="" type="radio"/> Met <input type="radio"/> Not Met

**Evidence for Standard 6.2**

- The educator was observed participating in reciprocal friendly social conversations with families, sharing humour and stories of children. The educator was also observed in more formal conversations, discussing booking needs of families and sharing details of children's individual health needs, for example, blood sugar levels. The director stated she is very respectful of families and promotes the significant role they have in children's learning via the enrolment pack and service newsletters. The director stated that families are invited to do activities and cooking but these opportunities are not taken. The director shared an example of how she and a parent work together to meet the needs of a child attending OSHC. The child has Aspergers and this causes him to focus on one area of interest at a time and follow this interest exclusively for a period of time. The educator stated that the child's parent keeps her informed of what the current focus is so she can incorporate this into OSHC and provided the example of cutting up boxes. She said she ensured there was ample supply of different boxes and scissors available to the child so he could spend his time cutting up the boxes while attending OSHC.
- Information is placed in parent pockets as it becomes available which supports parenting and family wellbeing. An example of this is the vacation care programs of local vacation care providers that the service partners with. On the day of the assessment and rating visit, information was available for families in the parent area. This included upcoming sessions being held in Adelaide for mental health and wellbeing, the program 'Something on Saturday' and the Dunstan Playhouse. Posters were also on display promoting the National Quality Standard and inform families about the outcomes for children. The director is an information source for families and because of the close relationships she has with them, she is able to provide advice and they seek her out for assistance. For example, one parent shared she was looking for alternate care arrangements and the director was able to find information out about available family day care operators in the area which she passed on to the parent.

**Standard 6.2 is rated Meeting National Quality Standard**

<b>Standard 6.3</b>	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
6.3.1	Links with relevant community and support agencies are established and maintained. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.3	Access to inclusion and support assistance is facilitated. <input checked="" type="radio"/> Met <input type="radio"/> Not Met
6.3.4	The service builds relationships and engages with their local community. <input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 6.3

- The service has a connection with the Department for Education and Child Development (DECD) as they follow some DECD guidelines including their emergency plan (as does the school). The director stated she accesses the DECD OSHC unit for advice and guidance. There are children attending the service who are under the Guardianship of the Minister (GOM) and the service links with Families SA to ensure consistency for these children. The director stated she regularly emails the carers of the children, and Families SA workers visit children while they are attending OSHC. Children with additional needs are supported to ensure their participation in the program. The director shared an example with a child new to the service diagnosed with autism. The educator had discussed some of this child's behaviour responses with the other children and provided suggestions to them on how they can respond and support this child better. The director seeks support from Inclusive Directions when needed, but as numbers are low they are currently not providing any support. The director seeks support from the school to ensure she has all the background knowledge she needs to assist children with additional needs and discusses any concerns with her line manager. The director stated that if she has any concerns about children's development, involvement or behaviour she will discuss these with the school in the first instance before approaching families and support agencies.
- On the day of the assessment and rating visit children were observed telling the educator about what was happening at school. This included those who were having difficulties with other children and claims of bullying. The educator showed genuine concern for the children asking them how they are handling this and who they were informing. The educator provided some suggestions of what they could do and who they could talk to.
- The service director is a member of a local OSHC Hub group and attends meetings twice per term. Information and ideas are shared at these meetings, training opportunities are organised with the cost shared and professional conversations and support are provided. The service has a strong connection with two local services in particular as children attend these services for vacation care as the OSHC does not operate during school holidays. The director communicates regularly with the directors of these services to ensure children are supported and a consistent approach to their care is provided. The service also links with other primary schools in the area who don't provide OSHC and children attend the service for after school care.
- The service has a strong link with Elizabeth Grove Primary School. The deputy principal provides direct leadership and support to the OSHC director and the school supports the fundraising efforts of OSHC. The service is invited to join in school events and functions such as 'Night on the Green', the school disco and information nights. The director contributes information about OSHC to the school newsletter.
- It was evident to the authorised officer that the service was a valued member of the community. Playford council responded to requests to upgrade the community playground located adjacent to the service and sought feedback from the children about the upgrade. The council also erected a sign identifying the exclusive use of the playground by the OSHC service during operating hours. As highlighted in standard 5.1 children who previously attended the school come to visit the service and educator on their way home from high school and enjoyed using the facilities. Another child from the primary school was observed calling into the service on his way home. He asked for a drink of water and was able to help himself before thanking the educator and continuing on his way.

**Standard 6.3 is rated** Meeting National Quality Standard

### 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?

- Yes  
 No

**Quality Area 6 is rated** Meeting National Quality Standard

## Quality Area 7 - Leadership and service management

<b>Standard 7.1</b>	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 7.1

- The director is responsible for the day to day running of the service and can seek support from her line manager who is the deputy principal at the school. The School governing council are responsible for the overall management of the service and meet twice per term. Representatives from the school council have previously attended a training session to ensure the council was aware of their legal responsibilities in managing the service.
- The service director is also the educational leader and leads the development and implementation of the curriculum. She stated that she regularly discusses what she is doing and how she is implementing the program with her line manager. Although the educational leader is at most times the only staff member rostered at the service she communicates with the other casual staff about her expectations and has provided a written document rostered containing her programming format if she is ever away, others can follow her processes. The director stated that she has developed a handbook which encourages all educators to follow the same guidelines.
- The current director has been in place at the service since January 2012. The previous director was employed at the service for 17 years, so according to the director the school promotes long term employment. The director is rostered to work every morning and afternoon session and if extra educators are required to meet educator to child ratios, two other casual employees are called upon. A roster is on display in the service so children and families know who is rostered on for the session. If the director is absent from the service, one of the casual employees is able to cover her absence and if this educator is unavailable the deputy principal can be called upon to work in the OSHC.
- Any new potential employees are required to complete a volunteer session at the service. According to the director, 'Not everyone is suited to OSHC.' If the volunteer is deemed suitable, they are invited to participate in a paid induction which involves staying for a whole session to 'know what is involved and what is expected.' A staff induction pack is provided, which contains a welcome letter, contract and other employment legalities. A staff handbook is provided and an induction checklist is completed to ensure all details and information is covered. The new educator is then available to be included on the roster. All adults and children working with children have a current relevant history assessment conducted by the Department of Communities and Social Inclusion. This is a pre-requisite for employment required by the school.

**Standard 7.1 is rated** Meeting National Quality Standard

**Standard 7.2** There is a commitment to continuous improvement.

7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.2.2	The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.2.3	An effective self-assessment and quality improvement process is in place.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 7.2

- The director stated that the service philosophy is similar to the service Code of Ethics and was in place when she commenced at the service. She said some changes have been made during the reviews she has conducted, with the main change being the layout of the document. The philosophy points have been arranged under the sub headings of school, community and children. The philosophy is reviewed annually and parents, staff and the OSHC subcommittee are involved in the process.
- The director undertakes a termly performance review with her line manager, the deputy principal. This is currently a formal process and is based on the school based format. The director stated she is currently in discussions with her line manager about making her performance review OSHC based. As the other educators are rostered infrequently, no formal performance reviews have been conducted. The director stated she discussed any performance issues with these educators as they arise. Professional development opportunities are available to all educators and are organised by the director. She provided examples to the authorised officer of training that had been organised for the whole staff team but it was cancelled due to a lack of numbers.
- An effective self assessment process is in place at the service. The director began the process by looking at each element of the NQS. She stated that she focused on the highest of standards for each element and whether the service was implementing this element or not. The director documented how the service was meeting the element and what evidence could be provided to support this. Any gaps identified were documented on the QIP. The director used the QIP template provided by ACECQA, although she made some slight changes to suit the service. Current priorities have been highlighted and displayed on the wall for all to see. The director stated this ensures that they are a priority of focus. The QIP is reviewed at least once a term by the director and progress notes are added. Input is sought from the OSHC subcommittee and line manager.

**Standard 7.2 is rated**

**Meeting National Quality Standard**

<b>Standard 7.3</b>	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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not 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.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	<input checked="" type="radio"/> Met <input type="radio"/> Not Met

### Evidence for Standard 7.3

- Records and information are stored in locked filing cabinets in the administration area of the OSHC while other electronic records are secured on the service computer which is password protected. Children using this computer were observed requesting the password but the educator entered this into the computer to enable its use. Archive boxes are used and stored in the storage area adjacent to the administration area.
- Administration for the service is completed by the director with some assistance regarding financial matters, provided by the school. The software system Kids Wiz is used at the service to assist in these administration processes. The director is aware of her responsibility in regards to notifications to be made to the Regulatory Authority (RA) and the authorised officer sighted evidence of this in practice.
- An extensive amount of policies are available at the service and located in the parent area. The director stated that she is currently looking at streamlining and amalgamating relevant policies as there are currently 97 different policies. She also said she wanted to link policies to the applicable regulation. Policies are reviewed every three years although the director shared she was hoping to improve this timeline. Family feedback is sought when reviews take place. A grievance policy is available at the service and the director highlighted the hierarchy in dealing with grievances should a suitable resolution not be achieved. This involves:
  1. director
  2. in writing to the line manager
  3. governing council
  4. DECD.

The director stated that she had not required the use of the grievance procedure as they have not had any issues at the service. She did share how a family had shared their concern with her about the services involvement in Halloween celebrations and how the two parties determined an agreeable outcome.

**Standard 7.3 is rated** Meeting National Quality Standard

### 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?  Yes  No

**Quality Area 7 is rated**

Meeting National Quality Standard

# Assessment and rating summary

---

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

## Summary comments

<b>Minor Adjustment notes summary</b>	
Quality Area 2	<input type="text"/>
Quality Area 3	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>

<b>Quality Improvement Plan notes summary</b>	
Quality Area 1	<input type="text"/>
Quality Area 2	<input type="text"/>
Quality Area 3	<p>It is recommended the approved provider of the service explore ways of contributing to the redevelopment of the outdoor environment that supports the work of the director to achieve an outdoor environment which engages children in quality experiences.</p> <p>It is recommended the service further explore ways to ensure sustainable practices are embedded in the service program.</p>
Quality Area 4	<input type="text"/>
Quality Area 5	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>

<b>Compliance notes summary</b>	
Quality Area 1	<input type="text"/>
Quality Area 2	<input type="text"/>
Quality Area 3	<input type="text"/>
Quality Area 4	<input type="text"/>
Quality Area 5	<input type="text"/>
Quality Area 6	<input type="text"/>
Quality Area 7	<input type="text"/>