

File Reference:
(if applicable)

National Quality Standard Assessment and Rating Report



Service Name	Paracombe Preschool		
Service Approval Number	SE-40022611		
Provider Name	Department for Education		
Provider Approval Number	PR-00006069		
Assessment & Rating Number	ASR-00041759		
Report Status	Final	Date Report Completed	22 December 2023

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor	Bianca Laister		
Educational Leader/s	Roxanne Wegener-Finch		
Primary Contact (for assessment & rating)	Bianca Laister		
Quality Improvement Plan Date Received	14 November 2023		

Visit/s

First Visit	Start: 28 November 2023	End: 28 November 2023
-------------	-------------------------	-----------------------

Authorised officers

Name 1	Udani Wickramasiri
Name 2	

Further information (if applicable)

Paracombe Preschool (the service) relocated from Houghton Preschool into a newly built premises located within the Paracombe Primary School (the school). The service commenced operation as a new service in July 2022. The service is a Department for Education preschool approved to provide education and care for 30 children.

This was the service's first assessment and rating under the new service approval. During the assessment the authorised officer (AO) observed educator practice, sighted documentation and engaged in discussions. The early childhood teacher (ECT)/educational leader (EL), nominated

supervisor (who is also the school principal) and the early childhood leader (ECL) joined the discussions.

All evidence collected during the assessment was considered during the rating process. The AO purposefully included only a few examples of this evidence in the report to demonstrating how the service received each rating. The approved provider (AP) is advised to read this report in conjunction with the service's current Preschool Quality Improvement Plan (PQIP).

Summary comments

Although the service has achieved an overall Working Towards National Quality Standard (NQS) rating, the AO would like to acknowledge the service's effort in demonstrating Exceeding theme in Standard 3.1.

The service is encouraged to continue their journey of improvement and further consider how high quality practice can be embedded in service operations for each Standard, informed by critical reflection and shaped by meaningful engagement with families and/or the community. It may be useful to refer to the Exceeding guidance and the 'questions used by authorised officers to establish Exceeding NQS practice' from the Guide to the NQS.

The service is also encouraged to apply for a partial-reassessment and re-rating once improvements are made in Standard 1.3.

Quality Area 1 – Educational program and practice

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

Demonstration of Exceeding themes for Standard 1.1

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

Standard 1.1 is rated

Meeting NQS

Evidence for Standard 1.1

The fortnightly program is child-centred and is informed by educator observations of children and feedback from families around children’s current knowledge, strengths, ideas, culture, abilities and interests. Educator curriculum decisions are shaped by *Belonging, being and becoming: the early years learning framework for Australia* (EYLF). Educators provide play-based learning opportunities to support children around the PQIP goals ‘to increase children’s skills and confidence talking number to express and deepen their understanding to reason mathematically’ and ‘to extend children’s ability to share their ideas and knowledge and build on the ideas of peers’. Based on children’s interest educators facilitate inquiry projects to support children’s learning and development. The ECT shared how the most recent inquiry (in Term 2, 2023) into ‘We wonder what animals come from an egg’ was informed by children’s questions after reading the book *The Odd Egg*. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. Educators used routines as an opportunity to continue to support children’s learning and development. For example, Educators supported children to identify syllables in their names when they were called to wash their hands. Children sat together during morning snack and talked with each other. As children finished their morning fruit, educators supported children to wash their dishes. When a child with inclusion support needs wanted to continue to play during morning snack routine, an educator supported them to join in by providing them with encouragement. The educator shared how this is intentionally done to support the child around their learning and developmental needs and this decision was made in consultation with the family. When the child joined in the educator supported the child by engaging in discussion with them and soon the child stated to eat their snack by joining in the discussion by sharing their ideas.

Quality Improvement Plan notes for Standard 1.1

The service may wish to:

- strengthen their practices by referencing Approved Learning Frameworks Version 2. Approved learning frameworks | ACECQA
- explore how Principles and Practices of EYLF can further inform curriculum decisions
- reflect on how to implement a purposeful and responsive educational program that embeds a connection to Aboriginal and Torres Strait Islanders
- critically reflect on how children's identity, wellbeing and social connections can be further promoted through the program
- reflect on how to inquiry projects can be facilitated ongoing/regularly to support children's learning and development.

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

Demonstration of Exceeding themes for Standard 1.2

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

Standard 1.2 is rated Meeting NQS

Evidence for Standard 1.2

Educators deliberately plan activities and experiences to support children's learning and development. For example, intentional teaching opportunities are provided through small group experiences to support children's literacy and numeracy skills. The ECT shared how they collect data on children's literacy and numeracy skills, use this data to organise children in small groups, and provide play-based learning experiences to support children's literacy and numeracy skills. Educators responds to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. For example, when children started to show interest in the large puddle that was created by the heavy rain, educators supported children to move chairs on to the verandah to observe the puddle. Educator suggest measuring the puddle to see if it grows in depth and hypothesised by asking, do you think the puddle will grow deep? Educator and children recorded the depth of a puddle and revisited this later in the day to identify any changes to the measurement. Educators promoted child's agency by enabling them to make choices and decisions that influence events and their world. For example, educators supported children to take up leadership roles such as handwashing organisers, setting lunch table and lunch time lead singers. Children were supported to access resources to guide their learning and development and when a child requested an additional building resource, an educator supported the child by getting the resource for them.

Quality Improvement Plan notes for Standard 1.2

The service may wish to:

- reflect on how educators can consistently engage with families and the local community to facilitate children's learning and development
- explore how practices relating to this Standard could be strengthened through critical

reflection and meaningful engagement with families and community.

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

Standard 1.3 is rated

Working Towards NQS

Evidence for Standard 1.3

In early 2023, educators used a template to document individual cycles of planning. For example, a planning cycle for a child was documented in February 2023 and for another child's it was documented in January, February and June 2023. Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. For example, through reflection service leaders identified the benefit of using story tables to support children's literacy skills. Educators re-read the stories using 'levels of questioning' to support children's thinking and set-up story tables for children to revisit and re-tell the story. Programming information is shared with families through displays, Dojo application and Sway newsletters. Educators regularly communicate with families to share children's progress.

However, the service is Working towards Standard 1.3 due to the following evidence:

While educators documented observations and planned activities for each child, the analysis of learning and reflection were not documented to demonstrate ongoing cycles of planning. For example, an educator had recorded that three children required support around the sounds 'm', 't' and 's'. Based on this information the educator planned a small group literacy activity to support each child. However, an analysis of learning and reflection of learning for these children were not documented to demonstrate ongoing cycle of planning.

Quality Improvement Plan notes for Standard 1.3

It is recommended that the NS:

- support ECT and educators to document each stage of the planning cycle to demonstrate that each child's learning and development is assessed as part of an ongoing cycle
- identify how critical reflection around children's learning and development can be further strengthened.

Quality Area 1 summary

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

No

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

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

Yes

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

Yes

Quality Area 1 is rated

Working Towards NQS

Quality Area 2 – Children’s health and safety

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

Demonstration of Exceeding themes for Standard 2.1

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

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

The service has resources and spaces to support children’s sleep and rest needs. Educators ensure each child’s wellbeing is provided for. For example, when children shared that they are feeling warm, educators supported children to take their jumpers off. Children with diagnosed medical conditions are supported and effective hygiene practices are promoted and implemented. For example, educators supported children to wash their hands before eating and reminded children to cover their coughs. Healthy eating is promoted by daily discussion with children, sharing information with families and facilitating cooking experiences. Educators support children to engage in physical activity. For example, to support gross motor skills educators provide opportunities for children to access the school oval. During the visit when the children could not use the outdoor play space (due to heavy rain and puddling) educators engaged children in yoga as an opportunity for physical play.

Quality Improvement Plan notes for Standard 2.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

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

Demonstration of Exceeding themes for Standard 2.2

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

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Educators take reasonable precautions to ensure children are protected from harm and hazard. For example, a risk assessment relating to sleep and rest was developed to comply with regulatory changes that came into effect in October 2023. Educators conducted a risk assessment of the outdoor area, where water had puddled due to the heavy rain and decided to not access this space for the day. Adequate policies and processes are in place to ensure the safety of a child accessing the school bus. Educators position themselves either in sight or sound of children and communicate their movements to ensure children are adequately supervised. Emergency procedures are rehearsed and evaluated every term. Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. For example, educators have undertaken Responding to Risk of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training and child protection curriculum is facilitated through the program.

Quality Improvement Plan notes for Standard 2.2

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 2 summary

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

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

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

Educators, families and community engaged in the design of the service. When the Houghton Preschool community and the Paracombe Primary school community was informed about the preschool moving into the school community, families were consulted to collect their feedback. Based on the feedback the AP worked with the families and communities to building a permanent building, that links in with the school, instead of the transportable building which was initially suggested. The feedback also informed the appearance of the building, and it was purposefully designed to blend in with the school. Educators brought in 'the Bell' a significant structure from the Houghton Preschool to provide continuity and connection between the two sites. Service leaders shared how the design of the premises support children with their learning, due the acoustics, the natural light and having separate spaces which can be used to support children's learning and development. The design of the space, which allows natural airflow, also supported a family (with concerns for a family member's health) to enrol their child at the service. The Birdwood High School collaborated with the service to design and manufacture benches that are continued to be used at the service.

Quality Improvement Plan notes for Standard 3.1

The service may wish to:

- explore how practices relating to this Standard could be further strengthened through critical reflection and continued meaningful engagement with families and the community.

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

Demonstration of Exceeding themes for Standard 3.2

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

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

Educators organise the indoor and outdoor environment base on children's interest to support children's learning and development. For example, a shop was set-up with a cash register, clip boards to document shopping lists, and a shelf with 'groceries' (created with cardboard boxes that food items come in). This experience was informed by children's interests in the Enterprising Day event held at the school. Educators used the experience to support children with their literacy and numeracy skills in a play-based manner. Educators reflect on children's individual needs and purchase resources to support children. For example, service leaders shared how they sourced a 'stretchy band' to support children with sensory needs during group times. Service leaders shared that educators try to reflect the natural environment in the resources that they purchase and set-up for children. A number of wooden resources were available for children to explore, together with natural resources such as shells, gum nuts and stones. Educators provide opportunities through the program and daily routine for children to become environmentally responsible.

Quality Improvement Plan notes for Standard 3.2

The service may wish to:

- explore how Aboriginal and Torres Strait Islander perspectives can inform the service's approach to caring for the environment and supporting children to become environmentally responsible
- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 3 summary

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1

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

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

The organisation of educators across the service supports children's learning and development. Service leaders ensure educator qualifications, Working With Children's Checks (WWCC) and first aid training are current. Every effort is made for children to experience continuity of educators. For example, the ECT and the early childhood worker (ECW) is in attendance during each session and a student support officer (SSO) from the school (with relevant early childhood qualifications) cover the educators lunch breaks. The service access regular relief educators from the school, enabling children to develop relationships with these educators. Service leaders shared that when children have access to familiar educators children's wellbeing is positively impacted.

Quality Improvement Plan notes for Standard 4.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

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

Demonstration of Exceeding themes for Standard 4.2	
Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 4.2 is rated	Meeting NQS
------------------------------	--------------------

Evidence for Standard 4.2

Management, educators and staff are collaborative. For example, educators regularly communicated with each other in a respectful manner and supported each other to complete tasks. The ECT and the nominated supervisor meet regularly to identify and improve practices. Strength of educators are promoted by service leaders. For example, based on their strength the ECW is provided with the responsibilities around administrative tasks, which the ECT focuses on the program and practice. Educator practices, interactions and relationships are guided by professional standards such as EYLF, NQS, literacy and numeracy indicators and AP's Early Learning Strategy.

Quality Improvement Plan notes for Standard 4.2

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 4 summary

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

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

Standard 5.1 is rated

Meeting NQS

Evidence for Standard 5.1

Educators are responsive and builds trusting relationships with children. Educators regularly communicate with families and identify strategies around 'how to make children feel secure and that they belong'. Educators show enthusiasm when engaging with children and respond openly, positively and respectfully when communicating with children. For example, at the playdough table, an educator and child engaged in a conversation about sushi were the educator listen to the child and talked about sushi and other cylindrical foods such as cold rolls. Educators are respectful in their interactions and ensure dignity and rights of the children are maintained. For example, educators used each child's name when communicating with them, used calm voices and was respectful when guiding behaviours.

Quality Improvement Plan notes for Standard 5.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

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

Standard 5.2 is rated	Meeting NQS
------------------------------	--------------------

Evidence for Standard 5.2

Educators provide opportunities for children to collaborate with each other. For example, a group of children collaborated to build a bug hotel by using wooden blocks and the bug/insect resources set-up by educators. Two other children explored the number blocks on a tray and discussed how they can build the highest number. Educators support children to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. For example, two children were playing together, when one of the children started to cry. An educator approached them and provided an opportunity for both children to share their feelings and the accounts of events that took place. The educator acknowledged both children’s feelings and shared ‘I can see you are upset’ and ‘I can see you are cross’ and supported the children to re-engage in play.

Quality Improvement Plan notes for Standard 5.2

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 5 summary

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

No

Quality Area 5 is rated

Meeting NQS

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions. Met
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. Met
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. Met

Demonstration of Exceeding themes for Standard 6.1

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

Standard 6.1 is rated

Meeting NQS

Evidence for Standard 6.1

Service leaders and educators share service related information and support families through the enrolment process. Families are encouraged to join the governing council and provide their feedback through surveys. For example, after reviewing feedback from a recent family survey, around preferred method of communication, the service streamlined their communication platforms. Educators respect parent views and collaborate with the school to support families. For example, service leaders shared how they supported a family, who was concern about their family unit's health, to transition into the service by respecting their concerns and providing them with information and time to successfully enrol the child at the service. Current information about community services and resources to support parenting and family wellbeing is displayed at the service and shared with families where needed.

Quality Improvement Plan notes for Standard 6.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

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

Demonstration of Exceeding themes for Standard 6.2

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

Standard 6.2 is rated Meeting NQS

Evidence for Standard 6.2

Educators collaborate with families to support children’s transition into the service and into the school. Where needed, the service alters the transition processes to support children and family needs. Children with inclusion needs are supported by identifying strategies to assist them. Educators and service leaders collaborate with families and inclusion support professionals to support children’s access, inclusion and participation in the program. For example, a family who was anxious about their child transitioning into preschool/school was supported by services leaders sharing regular information and meeting with the family to discuss their concerns. The ECT and NS continued to collaborate with the family around the child’s inclusion needs and a one plan was developed in consultation with the family and inclusion support professionals. The NS attends ‘team around the child’ meetings regularly to support the child. The child’s transition into the school was also adjusted through collaboration, with the child being able to transition gradually in 2024, using a hybrids model attending both Preschool and school in Term 1, 2024. The service has a strong connection with the school and local community. For example, informed by the nature play space which was available with in Houghton Preschool, the local community and families identified the need to recreate this space. Based on this feedback the school and the service had commenced the project to develop a wellbeing trail.

Quality Improvement Plan notes for Standard 6.2

The service may wish to:

- continue to collaborate with the school to develop their Reconciliation Action Plan and provide further opportunities for children to engage with Aboriginal and Torres Strait Islander perspectives

- continue with the plans to establish the wellbeing trail by collaborating with families and the community
- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 6 summary

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

No

Quality Area 6 is rated

Meeting NQS

Quality Area 7 – Governance and leadership

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

Demonstration of Exceeding themes for Standard 7.1

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

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

The service philosophy guides all aspects of the service operations. Educator, family and children's feedback was collected when developing the service philosophy. The term comparing 'apples and pears' were used to identify their strengths across the Houghton Preschool and Paracombe Preschool. The service plans to review the philosophy in Term four of each year, where families have had time to connect with the service and provide meaningful input that will inform the review process. Systems and processes are in place to manage risk and enable the effective management of operation of the service. For example, service policies are reviewed regularly by seeking family and educator feedback and is approved by the governing council. Jobs descriptions are shared with educators when they commenced employment and NS uses an induction checklist and process to ensure educators are aware of their roles and responsibilities. Service leaders shared that they are currently reviewing the role of the ECT and the NS, to identify if there are any overlapping responsibilities.

Quality Improvement Plan notes for Standard 7.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Demonstration of Exceeding themes for Standard 7.2	
Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.2 is rated	Meeting NQS
------------------------------	--------------------

Evidence for Standard 7.2
<p>The service's self-assessment process identifies areas of improvement including the PQIP goals to support children learning and development. Service leaders meet weekly to discuss particular Quality Areas and their progress towards identified improvement goals. Educator performance is evaluated at 6 monthly and 12 monthly periods. Based on the PQIP goal educators are provided with opportunities to engage in professional development opportunities to strengthen their skills. For example, educators engaged in numeracy professional development session, together with the school, to build their skills around extending children's numeracy knowledge. The NS used the learning walk technique twice in 2023 to observe educator practice and share their input to support educators with their practice.</p> <p>The EL support educators to plan and implement the program. This includes sharing strategies around how literacy and numeracy can be facilitated through a play-based program. Although, as mentioned in Standard 1.3, not all stages of ongoing cycles of planning are documented and the EL and NS shared that this is an area that they have identified as needing to be strengthened.</p>

Quality Improvement Plan notes for Standard 7.2
<p>It is recommended that the NS:</p> <ul style="list-style-type: none"> continue to support the EL, as planned, to develop a template/process to document each stage of the planning cycle.

Quality Area 7 summary

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

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

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

Quality improvement plan notes summary

Quality Area 1

Standard 1.1

The service may wish to:

- strengthen their practices by referencing Approved Learning Frameworks Version 2. Approved learning frameworks | ACECQA
- explore how Principles and Practices of EYLF can further inform curriculum decisions
- reflect on how to implement a purposeful and responsive educational program that embeds a connection to Aboriginal and Torres Strait Islanders
- critically reflect on how children's identity, wellbeing and social connections can be further promoted through the program
- reflect on how to inquiry projects can be facilitated ongoing/regularly to support children's learning and development.

Standard 1.2

The service may wish to:

- reflect on how educators can consistently engage with families and the local community to facilitate children's learning and development
- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Standard 1.3

It is recommended that the NS:

- support ECT and educators to document each stage of the planning cycle to demonstrate that each child's learning and development is assessed as part of an ongoing cycle
- identify how critical reflection around children's learning and development can be further strengthened.

Quality Area 2

Standard 2.1

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Standard 2.2

The service may wish to:

- explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.

Quality Area 3

Standard 3.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be further strengthened through critical reflection and continued meaningful engagement with families and the community.
Standard 3.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how Aboriginal and Torres Strait Islander perspectives can inform the service’s approach to caring for the environment and supporting children to become environmentally responsible • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Quality Area 4	
Standard 4.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Standard 4.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Quality Area 5	
Standard 5.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Standard 5.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Quality Area 6	
Standard 6.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Standard 6.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> • continue to collaborate with the school to develop their Reconciliation Action Plan and provide further

	<p>opportunities for children to engage with Aboriginal and Torres Strait Islander perspectives</p> <ul style="list-style-type: none"> • continue with the plans to establish the wellbeing trail by collaborating with families and the community • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Quality Area 7	
Standard 7.1	<p>The service may wish to:</p> <ul style="list-style-type: none"> • explore how practices relating to this Standard could be strengthened through critical reflection and meaningful engagement with families and community.
Standard 7.2	<p>It is recommended that the NS:</p> <ul style="list-style-type: none"> • continue to support the EL, as planned, to develop a template/process to document each stage of the planning cycle.