



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

Updated September 2024

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

Service details

Service name		Service approval number	
Busy Kids Streaky Bay		SE-40023529	
Primary contacts at service			
Melanie Price		Jennifer French	
Physical location of service		Physical location contact details	
Street	10 Mudge Terrace	Telephone	(08) 8102 4138
Suburb	Streaky Bay	Mobile	n/a
State/territory	South Australia	Fax	n/a
Postcode	5680	Email	admin@busykidsstreakybay.com.au
Approved Provider		Nominated Supervisor	
Primary contact	Jennifer French	Name	Melanie Price
Telephone	0401 088 840	Telephone	(08) 8102 4138
Mobile	0401 088 840	Mobile	
Fax		Fax	
Email	jenny@busykidsstreakybay.com.au	Email	admin@busykidsstreakybay.com.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Melanie Price		
Telephone	(08) 8102 4138		
Email	admin@busykidsstreakybay.com.au		

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24-hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00	08:00	08:00	08:00	08:00	CLOSED	CLOSED
Closing time	17:30	17:30	17:30	17:30	17:30	CLOSED	CLOSED

Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Adequate car parking at front of property
Open 50 weeks a year (closed two weeks at Christmas/NewYear and gazetted public holidays for SA)

How are the children grouped at your service?

Baby Room
Toddler Room
Kindy Room

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Melanie Price – Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

At Busy Kids Streaky Bay, we provide a welcoming and caring environment where each child is valued. We nurture and support children's learning through every stage of their development. Our vision is to provide quality care to build strong relationships with children, families, and the community to celebrate diversity and individuality.

- **Value:** We value our children, families, and community.
- **Nurture:** We nurture and support growth and learning at every stage.
- **Relationships:** We foster secure, meaningful connections.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1			The educational program enhances each child's learning and development.
Approved learning framework	Element 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.	
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	
Standard 1.2			Educators facilitate and extend each child's learning and development.
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	
Standard 1.3			Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Assessment and planning cycle	Element 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.	
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

We are deeply committed to designing a program that is carefully tailored around key developmental milestones, ensuring it supports a holistic and well-rounded approach to child development. By focusing on these milestones, we create an environment that nurtures the growth of all essential skills—cognitive, emotional, social, and physical—empowering each child to reach their full potential.

Our program is thoughtfully structured to not only promote skill development but also to spark creativity and imagination. We continuously draw inspiration from a range of engaging ideas and themes, which are seamlessly integrated into the classroom to create dynamic, stimulating, and exciting environments for our children. These vibrant spaces are carefully curated to encourage exploration, discovery, and active learning.

By fostering a rich and diverse learning experience, we ensure that each child is equipped with the tools and opportunities they need to thrive. The combination of developmental focus and engaging classroom design makes our program exceptional and impactful, creating an atmosphere where children are excited, motivated, and eager to learn.

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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	The Early Years Learning Framework (EYLF) is ingrained within the ethos of our service, shaping how our team engages with children and families. It serves as the cornerstone for educators' pedagogical choices, informing everything from the activities planned for children to how they respond to them, fostering a dynamic environment for teaching and learning each day.
2. Practice is informed by critical reflection	Staff meetings are used to share reflections on our practices. We discuss successful outcomes and strategies to further enhance them, while also addressing challenges and brainstorming potential solutions. These conversations are documented to record decision-making processes and ongoing initiatives, facilitating review and critical reflection.
3. Practice is shaped by meaningful engagement with families, and/or community	At the core of the service's philosophy is the emphasis on nurturing strong, respectful relationships as the cornerstone for understanding each child and their family. The team firmly believes that establishing a deep understanding of children and families from the outset is fundamental to crafting and executing educational programs that cater to the needs of all children.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	Educators create learning experiences that are developmentally appropriate and designed to meet the strengths, interests and needs of each child. At Busy Kids we encompass a range of domains including cognitive, social, emotional, physical, and language development. Observations are taken of children to identify and individually plan for strengths, interest and areas for growth. The Five-Step Planning Cycle enables educators to use ongoing observations, assessments and documentation of children’s approaches to play and their learning and development. Educators ensure learning spaces are safe, stimulating and engaging with a variety of materials and resources that promote inquiry, creativity, and discovery.
2. Practice is informed by critical reflection	Educators engage in reflective practices, ensuring that program outcomes are considered, making adjustments as needed to better meet the needs of children and families.
3. Practice is shaped by meaningful engagement with families, and/or community	We recognise the importance of partnering with families in supporting children’s growth and skill building. Communication is ongoing with daily conversations and sharing of photos, videos, observations and learning experiences. At Busy Kids we value diversity and inclusivity, striving to create environments that allow adults and children to share their unique backgrounds, cultures and identities. We implement inclusive practices that support the full participation of all children and families. Examples of this include inviting parents in to share in some cultural cooking experiences with children, encouraging families to share photos, languages and cultural practices for us to

include in our monthly programs. Regularly communicating with a family of a child with (autism), who share insights to assist with his learning and strategies that they use at home to meet his individual needs. Including local indigenous culture by having one of our families provide symbols, meanings and local language for educators to use in songs, stories and conversations with children.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	Educators and coordinators regularly observe children's behaviour and interactions to best identify their strengths, interest and developmental needs. From these observations, educators complete developmental checklists and individually program activities across a variety of developmental domains including cognitive, social-emotional, physical, and language development.

2. Practice is informed by critical reflection	As a part of the programming process educators and coordinators are encouraged to engage in reflective practices to critically evaluate their own teaching strategies, interactions, and the effectiveness of the program that is being implemented. They regularly reflect in conversations about adjustments that can be made. Our Educational Leader undertakes training and development to better inform teaching practices, sharing new ideas with educators at staff meetings and one-on-one meetings. Educators and coordinators work together to share assessment findings, exchange ideas, and ensure consistency in program implementation.
3. Practice is shaped by meaningful engagement with families, and/or community	Educators and coordinators maintain regular discussions with parents and families, educators ensure that they are kept informed about their child's progress, achievements, and developmental milestones. Sharing photos, videos, and anecdotal records via platforms like Xap enhances transparency and communication, allowing families to stay engaged and offer feedback and support as needed. Additionally, our Educational Leader is in communication with allied health care professionals, demonstrating a commitment to holistic care and education. This collaboration ensures that all aspects of the child's development and well-being are considered, and feedback from other professionals can inform and enrich the child's learning experience.

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2	Reflections are not documented regularly	Weekly reflections that can be shared in group	M	Introduce specific book	When weekly reflections are made	Jan 25	

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		
Each child's health and physical activity is supported and promoted.		
Wellbeing and comfort	Element 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.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		
Each child is protected.		
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 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.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2



National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

We take a proactive and unwavering approach to ensure that all our staff are fully first aid trained, prioritising the safety and well-being of every child in our care. This commitment ensures that in the unlikely event of an emergency, our team is equipped with the knowledge and skills to respond swiftly and effectively.

Beyond safety, we go the extra mile to foster a culture of health and wellness within our centre. Our staff not only advocate for healthy living but also lead by example, drinking only water and consuming nutritious food options throughout the day. This intentional practice sets a positive and impactful example for the children, teaching them the importance of making healthy choices and embedding these habits into their daily routines. At our centre, we strive to create an environment where children are surrounded by positive role models who support and encourage their health and safety in every aspect of their learning experience.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	Adequate resources and spaces indoors and out that enable rest, peaceful and relaxed ‘unhurried’ play, along with enabling active play opportunities. Comprehensive pre-enrolment process where details of family priorities and requests in relation to sleep, rest and relaxation are understood and respected. Forms including re-enrolment forms for new years are revised on an annual basis to ensure we capture all necessary details for the children’s wellbeing and comfort.
2. Practice is informed by critical reflection	At least one Educator trained in first aid, asthma and anaphylaxis is always on the floor. Company policy is to consistently have all Educators trained in the above to ensure this happens. Upon orientation of new Educators, we induct them on nappy changing and hygiene practices for children and educators to ensure a consistent approach throughout the centre. First aid kits and resources are the subject of annual checks.

3. Practice is shaped by meaningful engagement with families, and/or community	Staff model healthy eating practices – Drinking water throughout the day with the children and discussing healthy choices at meal times. Staff are not allowed to have fast food or takeaways at the tables with children. We continue to share healthy lifestyle messages with families through notice boards, Facebook, website and Xap Smile, encouraging families to think about setting their children up for healthy life habits.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	Educators sit with children at meal times to ensure children's safety whilst eating. A daily hazard checklist is completed each morning to ensure the environment is free from hazards. Educators remain in the room whilst children are sleeping and babies are physically checked every 10 minutes.

2. Practice is informed by critical reflection	Emergency evacuation and lockdown procedures are practiced in alignment with each school term, with each group to ensure the children's understanding around these situations and safety of each child. A log of these evacuation and lockdown drills are kept with any important points noted, such as children who are absent and any noteworthy behaviour. This informs any updates to the procedure, which is then shared with all staff and signage updated accordingly.
3. Practice is shaped by meaningful engagement with families, and/or community	Educators are observant, vigilant and maintain appropriate records and consult with the Director in all matters of concern regarding child and family well-being.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3	Promoting healthy options with families	Majority of families supplying healthy options of food	L	More facebook and notice board information with healthy tips	When majority of lunch boxes come in with healthy options	ongoing	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

Standard 3.1 The design of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 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.
Resources support play-based learning	Element 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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

We take great pride in ensuring that we have an abundance of resources to fully support each child's participation in both indoor and outdoor activities. Our learning environments are meticulously designed to cater to the diverse needs and interests of the children. With an emphasis on safety and development, we provide new, high-quality equipment that is always clean, well-maintained, and age-appropriate. We believe in creating spaces that inspire creativity, exploration, and active engagement, and our resources reflect our commitment to providing the best possible experience for every child in our care.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	Educators reflect on the room environments regularly and change them to encourage more learning by the child's curiosity and investigation of new play areas. The Educators enjoy bringing nature inside and have worked hard on creating more neutral-coloured classrooms. They now offer natural play spaces, with more natural materials, and small spaces for children to explore in.
2. Practice is informed by critical reflection	A daily check is performed each morning to ensure all equipment within all our environments remains in good repair. Any items that are broken or damaged are either thrown out or removed from the area for repairs by our maintenance person.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes

1. Practice is embedded in service operations

Our educators discuss routines with each classroom so the Toddlers can also explore the outdoor environment freely at their own pace and to engage in experiences without interruption from older children if necessary.

Educators involve children in making and maintaining aesthetically pleasing environments with the children assisting on setting up experiences outdoors. They also assist educators in caring for the environment, sweeping outdoors and watering the garden.

2. Practice is informed by critical reflection

Our indoor and outdoor environments are set up in a way that children can access resources independently, initiating their own experiences.

Educators ensure simple toys like blocks are always available and home centre is set up, as these type of toys and experiences encourage creativity and serve for multiple uses in play.

Educators make sure they introduce craft regularly to encourage children's critical thinking, creativity and constructing skills.

We purchased outdoor play frames to encourage play-based learning. (cars, planes, gyms, boats) These are great for inclement weather when children have limited time outside as they have choices without having to pull resources out and pack away for short play periods.

3. Practice is shaped by meaningful engagement with families, and/or community

We look after birds, lizards, insects and spiders we find in our natural environment. The children ask to leave food and water out for these animals and more recently the bees.

Educators promote environmentally responsible practices through having regular conversations with children about environmentally sustainable practices.

For example, we have a culture of mindfully turning off taps after using them, turning lights off when not inside, using natural light by opening the blinds, reusing recycled materials when engaging in art and craft activities.

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3	More recycling can be encouraged	Food wastes separately and used in garden	L	Purchase small table bins for food scraps	When children adapt this new practice	ongoing	
				Purchase a worm farm or recycle bin for garden			

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 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.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1

National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Having a small staff pool is a significant advantage, as it allows all children to build strong, positive relationships with every educator. This approach fosters consistency in care and education, creating a more stable environment for the children. It also supports smooth transitions, as children are comfortable with all staff members, which enhances their sense of security and belonging. This model is highly effective in creating a supportive and cohesive learning environment, where every child feels valued and well-supported by a dedicated team of educators.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children's learning and development.

Exceeding themes	
1. Practice is embedded in service operations	Educators purposely work collaboratively, planning and implementing smooth transitions for the children by being aware of their specific roles at these times of the day, to ensure children learn routines and develop autonomy. The organisation of educators according to skill levels, is a carefully considered process undertaken by leadership in consultation with staff. Consideration for children's learning and development is central in this process.
2. Practice is informed by critical reflection	At Busy Kids we work hard to ensure continuity of educators is maintained by having a reliable roster where priority is given to maintaining the same educators in each room, so children have a familiar and consistent educator with them always. We also ensure the 'same' casual staff are used wherever possible in the same rooms. When children show their trust in the educators, seek comfort from them and initiate conversations with their educators, it is evident that the continuity of staff has helped them develop confidence and feel safe at Busy Kids.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.

- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	At Busy Kids, management and educators work with mutual respect and collaboratively, we challenge and learn from each other, recognising each other's strengths and skills. We do this by having a strong leadership team, who promote a culture of collaborative practice and engage regularly with the whole team during daily practices, group chats and at staff meetings to ensure communication is maintained and any issues are addressed in a timely fashion. The introduction of small group chats on messenger with all staff makes communication quick, effective and easy for all to see and use to keep connected with each other.
2. Practice is informed by critical reflection	Comprehensive staff induction processes are followed to ensure educators (including casuals, volunteers and students) all understand all professional standards expectations. The director endeavours to have regular one-on-one catch ups with staff off-site and also an annual staff review. These reviews give both the Director and staff an opportunity to discuss strengths, weaknesses and areas of interests to build and develop, to improve the individual's professional standard, which in turn improves the whole centre. The strong positive relationships amongst our team are evident with the support and back up they provide to each other when members are sick, on leave and at times when they are dealing with challenging behaviours and difficulties at work

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	Self-doubting due to limited experience in the industry	Educators to lean on senior staff for support	H	Those who feel this to lean more on those with experience and learn from them. Senior staff to be more aware to encourage and support	When educators brings idea to the table instead of doubting themselves	ongoing	

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 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.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Our educators are exceptional at building trusting and meaningful relationships with children, skilfully engaging them through play and truly valuing their input. They have an innate ability to connect with each child, speaking in a language that resonates with them and ensures they feel understood and respected. This ability to communicate effectively creates a supportive environment where children are confident to express themselves and engage in interactions. Our educators' expertise in fostering these positive, trusting relationships is one of the cornerstones of our outstanding approach to early childhood education.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	Educators plan to spend 1:1 time with each child to assist in building a trusting and secure relationship with each child within their class rooms. Educators have a sound knowledge of each child in their care, through regular developmental skills checks, fundamental movements and observations during their play and communication with their peers and Educators. Educators uses songs, books and music to help calm children who are feeling upset. Educators genuinely listen to the children to build meaningful relationships and knowledge on what interests and what supports each individual child.
2. Practice is informed by critical reflection	Educators provide safe places inside and outside for children when they are experiencing stress or frustration and encourage others to give them the space they need. Educators support children in making choices during their play and interactions, understanding that every child thinks differently, they have different interests, so Educators ensure there are plenty of choices to include each child in activities.

Educators are patient, gentle and calm when reassuring children and guiding challenging behaviours. Educators have an understanding that behaviour relates to stresses in children and have been involved in mentor sessions to promote positive behaviour learning.

Educators support children to treat each other with dignity and respect in their interactions through modelling and group discussions.

Educators support toilet training children with respect and privacy. Children wearing sleep nappies are given the opportunity to use the big kids' toilet rather than the nappy room. Educators encourage children to remove their own nappy and dress themselves after their rest.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	Educators provide children with small group experiences where they support the children to work together on projects such as floor puzzles and group murals. Educators model phrases to support children communicating with each other, ie, "Can I help you build..." "Can you show me how you..." "When you're finished, can I please have a turn?" Educators encourage children to share their own personal skills and strengths with their peers. Fundamental movements skills - "show your friends where to put their foot" Dance moves - babies join the toddler room for music time and copy their dance moves.
2. Practice is informed by critical reflection	Educators model how to respond appropriately to behaviours of others. eg. "Stop it, I don't like it!" "Step back, I need space". Educators encourage children to discuss and negotiate issues between themselves whilst providing support.

Key improvements sought for Quality Area 5

Improvement Plan



Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Some children need a quiet place away from others to self-regulate	Children identifying an area where they can have a quiet time	H	Plan an area in each room that is identified as a quiet space	When children acknowledge this space to be used for quiet time	Jan 25	
5.2.2	Some children need their own space and things	Children learning to self- regulate	H	Create personalised calm down boxes for children that need their time and space		Jan 25	

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths

We take great pride in the time and attention we dedicate to connecting with families during arrival and departure times. This special part of the day allows us to engage in meaningful conversations with parents, giving them the opportunity to share important updates about their child's needs and development. By prioritising these moments, we create a welcoming and open space where families can inform us of any changes, such as stopping the use of a dummy, progress in toilet training, health updates, or adjustments to daily routines like resting. Our educators are not only receptive to these updates, but we also actively listen and incorporate this valuable information into our approach to ensure each child's day is personalised and supported. This level of communication and care ensures that we remain fully aligned with the needs of the child and the family, fostering a strong partnership and building trust. We pride ourselves on being responsive, flexible, and proactive in meeting the evolving needs of every child in our care, setting us apart as leaders in creating a supportive, family-centred environment.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	Educators meet with families formally before commencement and informally on a day-to-day basis and document as appropriate family priorities for their child's learning, cultural perspectives and information about children's sleep, health, nutrition needs, any worries, and areas of curiosity, passions & strengths. These inform daily planning decisions. Busy Kids Policies, enrolment forms, philosophy and information regarding staff are kept current and are available on our website for families to view. We inform families regularly through emails, website and Facebook with notices and events. We host many community events throughout the year inviting families to be involved - e.g. Mother's Day, Father's Day, Christmas Pageant, working bees etc.
2. Practice is informed by critical reflection	We spend time at arrival and departure, discussing with families their requests for their child's needs and development. This gives the families opportunity to inform us of changes in their children's daily needs, e.g. Stopped the dummy, toilet training, health issues, stop daily resting, etc.

	We encourage the use of Kids Xap as a means of communicating between the centre and families. Many families use this to let us know when their children are sick, they leave comments on their child's program and photos we send them regularly.
3. Practice is shaped by meaningful engagement with families, and/or community	A range of posters and information about community events are shared in emails, Facebook, parent notice board and in the foyer for family reference.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	As children transition up to the next room (e.g. from the Toddler Room to the Preschool Room), they are supported by Educators sharing information with each other about the child, their likes, dislikes, needs etc. Children are given opportunities where possible to visit the new room, before the permanent move is made. Educators give children warnings before being required to transition from one experience to another.

	We collaborate with families to support smooth transitions between home and the service, listening to families discuss their child's individual requirements.
2. Practice is informed by critical reflection	We meet with families and seek their input into teaching and learning priorities they may have for their child, and work with families to promote these learning outcomes. We acknowledge and value that families are their child's first and most important educator and will seek out their participation when supporting children with new learning curves and new experiences. We exchange information honestly with families, building a shared understanding of each other's expectations and ideas.
3. Practice is shaped by meaningful engagement with families, and/or community	Educators promote and encourage activities for the children and their families to be involved in i.e. Christmas Pageant, Easter Parade, Mothers and Father's Day Events, visits from the local nursing home.

Key improvements sought for Quality Area 6

Improvement Plan



Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3	We do not have a large community engagement yet as we are only 1 year old	More engagement with community	M	Create more events at the centre Seek some local walking excursions	More connection with community	ongoing	

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2

National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	Our team excels at ensuring roles and responsibilities are not only clearly defined but also deeply understood by everyone, which empowers effective decision-making and drives the seamless operation of our service. This clarity and structure allow us to consistently deliver exceptional care and service, ensuring that every aspect runs smoothly and efficiently.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 7.1 – Governance: Governance supports the operation of a quality service.

Exceeding themes	
1. Practice is embedded in service operations	Our service philosophy is displayed in our front foyer, website, parent handbook and in our QIP.
	The philosophy has been developed in collaboration with all our current Educators and is reviewed regularly, or when it no longer reflects staff's values.
2. Practice is informed by critical reflection	Our philosophy has been reviewed and now finalised at our November 2024 staff meeting.
	Busy Kids has developed a system so that all policies and procedures are reviewed regularly to ensure we are providing a quality service. We subscribed yearly to Childcare Centre Desktop which sends us regular alerts to any updates in regulation and law pertaining to Early Childhood, which guide us in our policy and procedure updates.
	We utilise the support offered to us by Inclusion and Professional Support Program to ensure risk management practices are compliant with expectations of the National Quality Framework.
	Daily hazards checklists are in place which are done each morning. Various safety audits are performed monthly which cover first aid requirements through to safe sleeping in cots.
	All confidential records are kept in locked cupboards at the service and are accessible when required.

3. Practice is shaped by meaningful engagement with families, and/or community	Comprehensive staff induction processes, tailored for permanent, casual and visiting / volunteering / student colleagues. We have documented and sensitively displayed reference information to support all staff, and particularly those less familiar with our routines, schedules and daily responsibilities. Job roles and responsibilities are assigned to align with specific rosters. i.e. early shift does hazard checks, late shift does building lock up.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding themes	
1. Practice is embedded in service operations	Issues are identified at staff meetings to give the team an opportunity to assess and develop new practices to improve processes. Educators are supported and encouraged to reflect on their practices, individually and together as a team, and to recognise when it should be a new key practice and where we can include it in our QIP.

2. Practice is informed by critical reflection	Our Educational Leader is given the opportunity to sit with each Room Leader to allow time to support them where needed and to build on the educational program. The Educational Leader is given a regular spot at staff meetings to address all staff on new program ideas and to gain feedback to benefit the development of the program and planning cycle. The Educational Leader liaises with other professional in the industry regularly to share information regarding the educational program and for support and mentoring where needed.
3. Practice is shaped by meaningful engagement with families, and/or community	Webinars and similar training are regularly sourced, with being so remote this is sometimes the only training and development solutions we have. Employee performance is monitored using a professional development scaffold and we facilitate an annual self-assessment process for all educators against the seven areas of the NQS. The development of staff member's professional development plan (PDP) is made in line with the employee's personal and Busy Kids identified areas of focus

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.3	To ensure every member of the team is supported to develop their skills and expertise	Confident staff members feeling supported and valued in their roles	H	Ongoing training and support		ongoing	

Notes



Notes