



Kangaroo Island Children's Services

Enriching life's journey

Updated 1/9/2015

Service details

Service name	Service approval number
Kangaroo Island Children's Services	05625
Primary contact at service	
Director Hayley Perry	
Physical location of service	Physical location contact details
Street: 50 Buller St Suburb: Kingscote, Kangaroo Island State/Territory:SA Postcode: 5223	Telephone: 08 8553 2436 Mobile: 0418822524 Fax: 0885532483 Email: kics.info3@schools.sa.edu.au
Approved Provider	Nominated Supervisor
DECD	Name: Hayley Perry Telephone: 85532436 Mobile: Fax: 0885532483 Email: hayley.perry211@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

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. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. 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.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.00am	8.00am	8.00am	8.00am	8.00am		
Closing time	18.00pm	18.00pm	18.00pm	18.00pm	18.00pm		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

There is parking available alongside the building. If this is full there is another parking area on Centenary Avenue near the netball courts.
We are closed all public holidays and the week between Christmas and New Year.

How are the children grouped at your service?

Joey's are aged between 6 months and 3 years.

Kanga's are aged between 3 and 6 years.

Preschool with children aged between 4 and 6 years.

Penneshaw Long Daycare provides care for children aged 6 months to 6 years.

Penneshaw OSHC for school aged children.

OSHC for school aged children.

Service statement of philosophy

Please insert your service's statement of philosophy here.

KICS 2015 Philosophy

The Kangaroo Island Children's Services philosophy has been developed in the context of Kangaroo Island's uniqueness as a community, characterised by close relationships, natural beauty and geographic isolation.

Our aim is to provide the highest quality education and care for all children which is guided by the Early Years Learning Framework of Australia, 'Belonging, Being, Becoming,' which outlines best practise. Educators support children to work towards these learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

We feel it is important to develop relationships with others based on trust, understanding, respect and integrity, within a safe, inclusive and nurturing environment. We encourage the children to develop responsibility for themselves, the environment and the community. This is fostered through partnerships with other sectors of education, health and the general community of Kangaroo Island. Children are at the centre of KICS and the relationships between each staff member and child is built on a deep understanding of the Early Years Learning Framework/My Time Our Place and an understanding of the child in the context of their family, culture and community and understanding of the child as a special individual with unique dispositions, strengths and interests.



Parents are recognised as children’s first educators therefore, we strive to have strong, respectful and positive partnerships between families and staff that recognise and respect everyone’s diverse backgrounds, skills and knowledge. These partnerships encourage all participants to be involved in decision making, including Governing Council, and to learn from each other. These community partnerships will maximise the use of existing resources and skills on Kangaroo Island and assist in consolidating networks globally.

Our committed staff are involved in regular training to ensure they can provide an active and engaging learning environment that supports children to learn through play and play to learn. This culture of learning encompasses the needs and support of all children, staff and families, with a focus on reflection, continuous improvement and intentional teaching.

Being an Island in a global world means ensuring that all children develop skills and confidence to be able to explore and discover. By providing stimulating experiences, children will be passionately involved in problem solving, creating, thinking, questioning, growing and learning.

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.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	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.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>Child's interests are followed and the environment is reflects this.</p> <p>Children's names are written in the program.</p> <p>Learning is visible and reflected in our observations and Learning Stories.</p> <p>Photos of children's learning are displayed and put in Sharing books.</p> <p>Every day there is reflection time during the curriculum meeting.</p> <p>Staff listen to children.</p> <p>Educators know the children and families.</p> <p>Sarah and Hayley have met with families of children starting pre-school next year. Information was provided about the curriculum, how we plan for learning, how to access support if your child has additional needs.</p> <p>Marie and Sarah and now Hayley in Sarah's observe run a Parent night for families of children who are transitioning from Joeys to Kangas to discuss the process and what changes to look out for every term.</p> <p>Marie, Ann-Maree and Hayley are running a Parent night for families of children who are transitioning from Joeys to Kangas to discuss the process (03/03/15)</p> <p>Children's voice has been recorded and reflected on. Fantastic information which can be used for the children's sense of belonging as well as informing the program and philosophy.</p> <p>After going away and meeting with other Directors from the Marion Coast Partnership it was very interesting to hear how other centres track and monitor children's literacy and numeracy development. It was great to be able to reflect on our practices and ways of improving this are beginning to be</p>
------------------	--

discussed at Leader's Meetings and curriculum meetings on the best way of doing this for every child.

Key improvements sought for QA1

Standard/element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program	
	Identified issue	How do we display to families children's interests? Where on the program is their space to have children's learning, needs and interests recorded? How do we incorporate information about children gathered from their families? ie. All about me form.
Standard/element 1.1.4	The documentation about each child's program and progress is available to families. (PLDC and all other sites)	
	Identified issue	To ensure that all children will have an individual Learning story in their sharing book, Educators have set themselves a goal that every month a child will have a Learning story for parents to inform them about that child's learning and progress. Not all families are given the opportunity to have an interview with their child's Educator.
Standard/element 1.1.3	The program, including routine, is organised in ways that maximise opportunities for each child's learning. (PLDC)	
	Identified issue	Ensure group times are offered throughout the day to encourage group conversations and discussions, taking turns and listening to children's ideas and thoughts.



Standard/element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
Identified issue	We are not sufficiently communicating information to parents about the learning that is happening in play. We need to continue the programming cycle by informing the program from the learning stories written.

Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Families to be more informed about current interest their children's learning.	M	Interest board. Write spontaneous play on the program from observations, learning and stories. Explore children's families, cultures and knowledge.	Parent and children's voice will be more evident in the program. Children's interests will be displayed more for families to see.	Start in Term 1 and ongoing.	Interest Board childcare learning stories designated ob books careated, is available for parents and children to see. This has been pointed out to parents when they come in for a Cuppa and a Chat. Strategeis – big names on displays minimise ofyer displays children's interest much more in programme. Parents viewing displays much more (Term 3)
1.1.4	Send out pre-school Sharing Books in week 9 Term 2. Look at childcare books to go out (keep up-to-date)	L	Ensure that the Sharing books are up to date so they can be given out to families in week 9 of the term. Families will be encouraged to return them by week 10 to reduce the fact of them getting lost or not being returned at all.		Term 2	
1.2.2	Identifying children's needs and planning for this in small group times.	H	Term 2 a program will be developed that documents small group learning.	Educators will be more prepared and confident during intentional teaching activities as it will be more clearly stated in the program.	Beginning Term 2 Term 3	Discussed at staff meeting 25/08/15 how to use new formats 3 year olds to have movement based groups time based on age appropriate activities and individual goals
1.2.2	Children enjoying group time sitting still and joining in	M	Encourage children to sit and join in	Children will engage more at group times	End Term 3	New learning story procedure and charts for recording obs and stories for scaffolding learning into program, so children don't get missed. (more props, puppets etc.)

1.2.2	More intentional teaching time	H	Programme for intentional teaching time based on interests	Children's learning documented	End of Term 3 ongoing	End of day intentional teaching happening – one educator to sit with children.
-------	--------------------------------	---	--	--------------------------------	-----------------------	--

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.

Quality Area 2: Standards and elements

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	National Law (section) and National Regulations (regulation)	

2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents
2.1.1, 2.1.4	regulation 92	Medication record
2.1.1, 2.1.4	regulation 93	Administration of medication
2.1.1, 2.1.4	regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency
2.1.1, 2.1.4	regulation 95	Procedure for administration of medication
2.1.1, 2.1.4	regulation 96	Self-administration of medication
2.3.3	regulation 97	Emergency and evacuation procedures
2.3.3	regulation 98	Telephone or other communication equipment
2.3.2	regulation 99	Children leaving the education and care premises
2.3.1, 2.3.2	regulation 100	Risk assessment must be conducted before excursion
2.3.1, 2.3.2	regulation 101	Conduct of risk assessment for excursion
2.3.1, 2.3.2	regulation 102	Authorisation for excursions
	Related requirements	
2.3.3	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.1.1, 2.3.2, 2.3.3	regulation 161	Authorisations to be kept in enrolment record
2.1.1, 2.1.4, 2.3.2, 2.3.3	regulation 162	Health information to be kept in enrolment record

2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	regulation 168	Education and care service must have policies and procedures
2.1.3, 2.2.1, 2.3	regulation 168(2)(a)	Policies and procedures are required in relation to health and safety, including matters relating to: (i) nutrition, food and beverages, dietary requirements; and (ii) sun protection; and (iii) water safety, including safety during any water based activities; and (iv) the administration of first aid
2.1.4, 2.3.3	regulation 168(2)(b)	Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	regulation 168(2)(c)	Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	regulation 168(2)(d)	Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	regulation 168(2)(e)	Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	regulation 168(2)(g)	Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	regulation 168(2)(h)	Policies and procedures are required in relation to providing a child-safe environment
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 177	Prescribed enrolment and other documents to be kept by approved provider: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92
2.1.1, 2.1.4, 2.3.3, 2.3.4	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator: (1)(b) an incident, injury, trauma and illness record as set out in regulation 87 (1)(c) a medication record as set out in regulation 92

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>We are getting hats for all children – care, preschool and OSHC. This will stop children bringing hats in with string. All children enjoying new hats.</p> <p>Hanging outside working okay.</p> <p>Policies and Procedures are in place.</p> <p>Accident and illness forms are informative and well used.</p> <p>Children’s eating is well supervised.</p> <p>Children and Educators are very good at washing hands frequently.</p> <p>We identify hazards and ensure the environment is safe.</p> <p>Build a healthy lunchbox was well supported with 15 participating. Children are generally bringing ‘nude food’ with only a couple of exceptions.</p> <p>Leadership staff were involved in a training Tuesday around psychological wellbeing and bullying and harassment. This was very informative and as a staff we will be doing more reflecting around creating a positive work culture.</p>
------------------	--

Key improvements sought for QA2

Standard/element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation. (PLDC)
Identified issue	Providing a quiet corner for children to rest and relax. Quiet music to be played after lunch to encourage relaxation.
Standard/element 2.1.3	Effective hygiene practises are promoted and implemented
Identified issue	How do we record and clean toys. Is our policy and procedure up to date?
Standard/element 2.2.1	Healthy eating is promoted and appropriate for each child. (PLDC and all other sites)
Identified issue	Discourage foods containing nuts as we have a child who may be allergic to nuts. Continue to encourage ‘Nude food’ in children’s lunch boxes.

Improvement Plan

Standard/ element	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	Personal protective equipment	H	Education	All Educators will be following procedures.	July 2015	
	Toys washed more regularly. Focus - Kangas	H	Write construction toys etc. on weekly cleaning sheet.	Toys will be cleaner and make the environment more hygienic.	September 2015 (end of Term)	Roster has been developed – fortnightly rotating to clean and sort toys. Checklist to know what has been cleaned
2.2.1	Educating families and children.	M	Incorporate into program and send information home. More cooking and utilising the vegie patch. Look at right bite and nude food night.	Healthier lunch boxes. Children more open to trying healthy food choices.	Need to programme about healthy and nude food.	

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.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
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
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	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)
	Related requirements	

	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises
	Regulations 41-45	Service waiver and temporary waiver

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>Children often ask for additional resources which aid their play. Experiences are based on individual children’s strengths, interests and needs. Cleaning jobs are rotated around staff and weekly checklists are followed. Staff report broken toys, objects, furniture. Everyone knows procedures to follow. Using natural resources is happening more and more in the centre. Gardening upgrade. New fans have been installed on the verandah to improve airflow on hot days. Shade blinds have been ordered to help with the issue of direct sun on the verandah. We have done some planting with the children and they have taken on the watering and care of the new plants. Positive feedback from parents, grandparents and visitors on the garden. Kangas walked around the block collecting rubbish as part of Clean Up Australia Day. Shade cloth has been measured and ordered for the sandpit by Mike Foyle. 11 staff were involved in tidying and sorting resources for Garage Sale on the 20th Feb. This will continue as the inside ones have not been completed and the shed needs cleaning out still. Sheds have been cleaned out and reorganised as a result of the garage sale.</p>
------------------	---

Key improvements sought for QA3

Standard/element 3.1	The design and location of the premises is appropriate for the operations of a service. (PLDC)	
	Identified issue	Changing set up of the indoor/outdoor area to meet children’s current interests and needs.

Standard/element 3.3.1	Sustainable practices are embedded in service operations.
	Identified issue In 2014 a lot of learning was done around sustainable practises. How can we acknowledge and continue what we do as embedded practice?

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.3.1	For children to identify and use appropriate bins.	M	Teach children to identify the colours of each bin. Help children to identify different items of rubbish and to sort which bin it goes in. Visual displays will help this. Get yellow bin for inside recycling.	Children can identify the colours and rubbish will be placed in appropriate bin. We will observe this during eating times.	Ongoing	Doing well outside
3.2.1	Working vegie patch	M	Staff to lead children in creating fresh vegie patch	Floorbook – Harvesting produce, selling, eating, children engaged.	Term 2	Staff proactive and going very successfully.

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.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates
4.2	regulation 55	Quality improvement plans
4.1	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

Work effectively with child/staff ratios to ensure the children's safety and development.
 Staff members are respectful, supportive and show care for each other.
 Staff are supportive of each other through learning, reflective practises ensuring that positive relationships are always maintained.
 Training and development calendar has been set. Once a month whole staff meeting, every second month training and development. Penneshaw staff meetings monthly.
 I facilitated a meeting with the Joey's Educators to have a discussion around what integration 6 months – 3 years would look like at the Buller Street site. The next step is for Educators and myself to research the positives for families, children and educators.
 28/04/15 Jess from Gowrie running T&D on the Authorised Officer visit
 26/05/15 Kate Murray will present to staff a condensed version of Circle of Security
 27/05/15 interested staff are attending one of the sessions made available through the Flourishing Babies conference at TAFE. The seminar is entitled "How do Cultural contexts support babies and toddlers to flourish."

Key improvements sought for QA4

Standard/element 4.2.3

Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Identified issue

How can we all work together in an integrated setting?



Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.3	Interactions are respectful and courteous.	H	Educators to use Peer slips more.	A happier more harmonious workplace and culture.	Work on immediately.	Jody R has seen increase June 2015



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

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.



Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Each child is respected and relations are always maintained.</p> <p>Children are encouraged to 'have a go' in a secure and supportive environment.</p> <p>Opportunities are provided for each child to engage with educators through open interactions to support their learning.</p>
------------------	--



Key improvements sought for QA5

Standard/element
5.1.2

Every child is able to engage with Educators in meaningful, open interactions that support acquisition of skills for life learning.

Identified issue

We want to support children's sense of belonging which is a key part of our program.
How do we ensure great outcomes for children in our small groups, group times and individual needs?

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	To support each child's sense of belonging.	M	Create an area where children can post their name up on the wall to signify who is in the Kanga's today.	The will encourage children to learn their names and each others, and create a sense of belonging.	Have this in place for Term 2. Ongoing.	Done

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.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures

6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
6.1	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
6.1, 6.2, 6.3	regulation 181	Confidentiality of records kept by approved provider
6.1, 6.2, 6.3	regulation 182	Confidentiality of records kept by family day care educator
6.1, 6.2, 6.3	regulation 183	Storage of records and other documents

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<p>We keep policies and procedures updated and all staff and families have input.</p> <p>Cuppa's and a chat available to families to meet about their child's learning and to share information.</p> <p>Transition meetings take place when a child goes from one section to another and then from Preschool to school.</p> <p>Our older friends from the cook centre visit us and we visit them.</p> <p>OSHC children utilise the community Library program during vac care.</p> <p>The community Library come and read to the children.</p> <p>We are helping the children to look after the environment and use sustainable practises.. ie recycling our rubbish and Clean up Australia Day.</p> <p>There have been many opportunities for collaboration with families and community including: Create a Healthy Lunchbox evening; The Christmas Tree Festival; Participating in the Kingscote and Parndana Shows; Educators and families coming together for the Craft Night.</p> <p>Cuppa and chat took place in week 9 and 10 of term. 15 parents of kindy aged children came in to have a chat. It was offered to Kangas parents but we didn't have any parents come in. Next term organise in a different format.</p> <p>It has been suggested that I contact the school regarding performances and events that the pre-school children could be involved in. I will contact the school again in regards to the children have a transition to school visit this term.</p>
------------------	---

Key improvements sought for QA6

Standard/element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
-----------------------------------	--

	Identified issue	How can Parenting KI and KICS best support our children and families?
Standard/element 6.3.4	The service builds relationships and engages with their local community.	
	Identified issue	How do we continue to keep our links strong with the community?
Standard/element 6.1	Respectful supportive relationships are developed and maintained.	
	Identified issue	Parent concern bags in toileting area (hygiene)
Standard/element 6.1		
	Identified issue	Parent follow up personal health issues offering support
Standard/element 6.1	Ongoing greeting and farewell of families	
	Identified issue	Open dialogue of children's needs, wants and interests. Parent feedback on Joey changes. Governing Council very happy with our letter, lots of parent information due to three new primary carers and individual letters gone home.
Standard/element 6.1	Sleep Issues	
	Identified issue	With parent feedback and working together for the needs of the child being met.
Standard/element 6.1	Follow up medical concerns for children.	
	Identified issue	Talk to each parent about children's health updates

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2	Informing families about PKI and CYH. These resources are very accessible at our site.	H	Cuppas and a chat. Referral discussions. Newsletters and email.	Increased utilisation of these services.	To see an improvement in Term 2 and ongoing	
6.3.4	Regular excursions out in the community. To seek expertise from within our community.	M	Gain more knowledge from families and their expertise. Aim for once a term excursion.	Children will be involved in excursions more regularly. Community members are invited into our service to provide different experiences.	End of Term 2 and ongoing.	Library Bella Term 2 Spontaneous walk time Library and Cook Centre visit here Island Beehive Term 3

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.



	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181–184	Confidentiality and storage of records

	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>More Educators are contributing to the program which is improving it and improving everyone's understanding of the program cycle.</p> <p>All regular Educators now have programming time.</p> <p>All educators have up to date police screening checks and other relevant qualifications.</p> <p>The philosophy is developed collaboratively amongst staff.</p> <p>Administration have many consistent and maintained procedures.</p> <p>Sarah, Lucy and Linda are reviewing the Induction process for new staff.</p>
------------------	--



Key improvements sought for QA7

Standard/element 7.1.2	The induction of Educators, coordinators and staff members is comprehensive.	
	Identified issue	With new staff and Educators working across different sites are our inductions adequate?
Standard/element 7.2.1	A statement of philosophy is developed and guides all aspects of the services operations.	
	Identified issue	Review is needed.
Standard/element 7.2.2	The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	
	Identified issue	P&D meetings are not consistently done.
Standard/element 7.2.3	An effective self assessment and quality improvement process is in place.	
	Identified issue	Review 2014 and develop a new QIP 2015.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	That all new Educators have the same information across all sites.	H	Time given to an Educator to review and renew induction processes across all sites of KICS. Including site specific information.	All new staff will have the same understanding of the service and that staff will have knowledge or varying procedures that occur on different sites, ie. KLDC/Preschool, OSHC, PLDC.	End of Term 2.	
7.2.1	A new philosophy to be developed.	H	Collaboration in staff meeting in Term 1	. It will be part of our QIP and available to families. Educators will be able to identify aspects of philosophy and it in their daily practise.	End of Term 2	Done
7.2.2	A P&D calendar will be made. T&D calendar to be developed	H	A calendar will be made and meetings will be scheduled over the year to ensure all staff are involved in a P&D meeting. Training for computer skills – enhance educators’ programming etc.	Individuals will have goals set. This information will inform our T&D calendar. Number of attendances, quality of programme	By the end of Term 2 and ongoing throughout the year. End of Term 2 ongoing	Most done Term 3
7.2.3	The QIP to be a working document.	H	H	Staff will reflect more frequently on the QIP and this will be incorporated into our program.	End of Term 2 and ongoing until it is reviews in 2016.	

Kangaroo Island Children's Services Operating Hours 2015

Kingscote LDC

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	08:00	08:00	08:00	08:00	08:00	Closed	Closed
Close	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Kingscote Pre-school

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	08:45	08:45	08:45	08:45	Closed	Closed	Closed
Close	15:15	15:15	15:15	15:15	Closed	Closed	Closed

Kingscote OSHC ASC

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	15:15	15:15	15:15	15:15	15:15	Closed	Closed
Close	18:15	18:15	18:15	18:15	18:15	Closed	Closed

Kingscote OSHC Vac Care

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	08:00	08:00	08:00	08:00	08:00	Closed	Closed
Close	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Penneshaw LDC/OSHC (Term)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	08:00	Closed	08:00	12:00	08:00	Closed	Closed
Close	18:00	Closed	18:00	18:00	18:00	Closed	Closed

Penneshaw LDC/OSHC (Holidays)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	08:00	08:00	08:00	08:00	08:00	Closed	Closed
Close	18:00	18:00	18:00	18:00	18:00	Closed	Closed

Parenting KI/Playgroup

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	Penneshaw monthly 10-	PKI Worker onsite at KICS.	Parndana fortnightly 9.30-		Kingscote 10- 11.30	Closed	Closed

	11.30		11.30				
Close						Closed	Closed

CYH(Dates to be determined each term)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open						Closed	Closed
Close						Closed	Closed

TALK – Speech Pathology(Private)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open	Fortnightly					Closed	Closed
Close						Closed	Closed