



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

National Quality Standard

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	
My Place Family Day Care		SE-00000816	
Primary contacts at service			
Joshua Cullen and Kelsey Hambleton			
Physical location of service		Physical location contact details	
Street	38 Sitella St	Telephone	(07) 3372 1711
Suburb	Inala	Mobile	
State/territory	QLD	Fax	
Postcode	4077	Email	Fdcadmin@ich.org.au
Approved Provider		Nominated Supervisor	
Primary contact	Inala Community House- Josh Cullen	Name	Jodie Rowsell, Elizabeth Bisshop, Melanie Tinsley, Tamara Duggan and Kelly Schortemeyer
Telephone	(07) 3372 1711	Telephone	(07) 3372 1711
Mobile		Mobile	
Fax		Fax	
Email	JoshCullen@ich.org.au	Email	fdcadmin@ich.org.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Tamara Duggan and Kelly Schortemeyer		
Telephone	33721711		
Email	Tamara.duggan@ich.org.au and Kelly.schortemeyer@ich.org.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	12am	12am	12am	12am	12am	12am	12am
Closing time	12pm	12pm	12pm	12pm	12pm	12pm	12pm

Additional information about your service

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

My Place Family Day Care is supported by a team of three Coordinators and two Coordinators/Educational Leaders, who collectively provide guidance and oversight to up to 150 Educators across the Brisbane, Ipswich, Logan, and Gold Coast local government areas.

The service office is located in Inala and operates from a property situated on a quiet residential street, in close proximity to the Inala Community House office and community hall.

The service is further supported by a dedicated administration team who serve as the primary point of contact for families, responding to enquiries relating to accounts, enrolments, and requests for care.

How are the children grouped at your service?

Individual Family Day Care Educators deliver education and care services within their approved residence. Educators are permitted to provide care for a maximum of seven children at any one time, with no more than four children under school age being cared for simultaneously

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

Kelsey Hambleton- Manager

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: ___98___

Service statement of philosophy

My Place Family Day Care (My Place) is passionate and committed to guiding children to be capable, competent and creative individuals, who thrive in environments that facilitate the opportunity to experience a sense of belonging and enhance overall learning, which builds future success in life. My Place strives to build enriching environments and successful play-based learning/teaching opportunities. Invitational learning engagement supports children's wellbeing as we recognise all aspects of their physical, emotional, cognitive, social, linguistic, creative and spiritual being. We respect and honour diversity and the richness that it brings to our Service and the wider community that we live in. We value the range of strengths and perspectives each person has to offer and embrace the principles of Access and Equity, Fairness and Social Justice and will ensure that all children and families accessing the Service are treated with dignity and respect.

My Place Family Day Care adopts principles and best practice approaches which underpin our work and represent who we are and how we operate as a service. As a service we strive to:

- Ensure the best interest of the child is the primary consideration and ensure the dignity and rights of each individual child are respected at all times.
- Create opportunities for children to learn through play; hands on experiences and the use of their natural inquisitiveness; to seek, explore, discover, and create.
- Empower children to be active participants in their own learning. Children should be allowed to express their own individuality, be given the opportunities to make their own decisions and encourage self-help skills, therefore promoting their independence and self-esteem.
- Promote a strong sense of wellbeing recognising that this is fundamentally connected to children's sense of Belonging, Being and Becoming.
- Work in partnership with each child's family, recognising each family's individuality and parental rights and responsibilities.
- Ensure the needs of children from all cultures, religions, backgrounds and all levels of ability are met without discrimination.
- Collaborate to create safe and hygienic environments where children can be cared for, which promote healthy living standards and role model future life skills.
- support one another through a partnership which is founded upon diversity, teamwork, mutual respect, understanding and professionalism.
- Continuously engage in critical reflection and develop our professional skills and practice.

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.

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	Standard 1.1 – Program
	<p>At My Place Family Day Care, educators deliver child-centred programs that are responsive to each child’s individual needs, interests, and stage of development. Programs are grounded in the EYLF and My Time Our Place, with learning outcomes referenced within documentation to support children’s holistic development.</p> <p>Educators regularly observe and respond to children's interests and incorporate children’s voices into planning and daily experiences. Programs reflect a balance of intentional teaching and spontaneous play, as well as allowing space for children to advocate for their own learning, allowing educators to respond flexibly to emerging interests. Documentation demonstrates clear links to approved learning framework outcomes and children’s developmental progress over time. Programming and planning may be recorded in books, posters, online through Harmony and/or other formats used by individual educators and communicated to families via verbal conversations, closed online platforms or programming books.</p> <p>Educators gather information about children’s strengths, ideas, culture, and abilities through initial interview conversations as well as information provided on enrolment forms and ongoing observations and interactions with the individual children and respectful partnerships with families. This knowledge informs meaningful, inclusive learning experiences that are relevant to each child.</p> <p>Educators demonstrate an understanding of children’s cultural backgrounds and individual learning needs, using this knowledge to guide teaching decisions. Flexible routines are implemented in collaboration with families and are based on individual children’s needs, maximising opportunities for learning and wellbeing. Children are encouraged to take an active role in planning for and being given choices during routines and transition times.</p> <p>Educators provide an inclusive environment that encourage participation and engagement for every child, Children are encouraged to try new tasks and build skills independently. Play is central to the program, fostering collaboration, creativity,</p>

problem-solving, and opportunities for children to contribute to decisions, events, and experiences, ensuring a sense of agency and belonging.

Standard 1.2 – Practice

Educators engage meaningfully with children during play, using strategies such as open-ended questioning, modelling, and scaffolding to extend learning. They are responsive to each child's learning style, culture, and communication methods. Educational program decisions are informed by educators' knowledge of the children, families, and communities accessing the service.

Learning environments are intentionally planned and include thoughtful provocations and activities, that encourage curiosity, decision-making, and sustained engagement. Environments also reflect the familiarity of a home-based setting, providing consistency and stability that supports children's sense of calm, security, and belonging.

Educators actively promote children's agency by supporting them to make choices, and scaffolding and extending learning when appropriate and making decisions in the moment that influence the routines, play experiences, and learning ideas. Children are encouraged to ask questions and have a voice in their preferences, likes, dislikes and choices.

Routines and transitions are tailored to support children's autonomy and wellbeing, with flexibility provided for rest, meals, and play based on individual needs. Educators use both individual and group interactions to guide learning, fostering strong, respectful, and responsive relationships with children. Educators are often viewed during play and interactions, during visits by coordinators, with practice able to be supported and guided in the moment.

This is then documented in visit sheets by coordinators and used to feed into feedback to educational leaders during monthly meetings.

Standard 1.3 – Assessment and Planning

The service's programming cycle begins at enrolment, with educators gathering information about each child's culture, interests, routines, and family context. Educators observe and assess children's learning on an ongoing basis and use this information to plan and adjust experiences. Programs remain flexible and are regularly reviewed to reflect children's growth, emerging interests, and individual learning goals. The planning cycle is demonstrated through individual and group observations, learning stories, and weekly plans.

Families are encouraged to contribute to the educational program through daily conversations, newsletters, and involvement in special events. Educators share information about the program and children's learning using a range of methods, including online platforms, face-to-face conversations, and programming diaries. Where possible, educators communicate with families about children's learning and the educational program in the family's first language.

Program documentation includes visual displays, learning stories, and weekly reflections, which may be shared with families through online platforms or in person to promote transparency and engagement.

Educators use a critical reflection document to intentionally reflect on all aspects of the educational program, including the service philosophy, guiding principles, teaching practices, and learning outcomes for children. Reflection is supported by guiding questions and professional readings.

Critical reflection is further supported through regular discussions with the coordination team during monthly visits. These reflections inform ongoing program planning, support children's learning, development, and wellbeing, and contribute to the continual improvement of educator practice. Educators may choose to critically reflect in Critical Reflection document or diary or within their weekly program.

The coordination team also engages in monthly critical reflection using a dedicated reflection booklet to review and improve their own practices.

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	<p>Educators, the Educational Leader, and coordinators demonstrate a deep understanding of the Standard and its component elements by embedding reflective, evidence-based, and child-centred practice across all aspects of service delivery. They apply knowledge of the approved learning frameworks, the NQS, and regulatory requirements to inform curriculum planning, program evaluation, and daily interactions with children. Coordinators observe, document, and provide feedback on educator practice, identifying opportunities to enhance learning outcomes, extend children’s interests, and maintain high-quality, inclusive, and responsive programming. Coordinators document strengths, challenges, and opportunities for improvement, which informs Educational Leader feedback, ongoing curriculum adjustments, professional development, and continuous quality improvement.</p> <p>Programs are tailored to children’s interests, strengths, abilities, and cultural backgrounds, with reflection embedded in every aspect of planning, implementation, and evaluation. Educators scaffold and extend learning through play, guided exploration, and discussions. Learning environments and provocations are intentionally planned to foster curiosity, sustained engagement, and decision-making, while routines are flexible and responsive to support autonomy, wellbeing, and development.</p> <p>Evidence: Visit sheets, monthly EL feedback sessions, educator reflections, and program documentation demonstrate responsive, reflective practice and continuous quality improvement.</p>



<p>2. Practice is informed by critical reflection</p>	<p>Individual educators base their curriculum decisions on reflective practice and insights gained from prior programming, children’s interests and family feedback. Support during visits includes program review and guidance as needed during visits and monthly meetings with coordinators and educational leaders where necessary. Coordinators document practice, noting strengths, challenges, and opportunities for improvement, which informs collaborative discussions and further opportunities for professional development where necessary.</p> <p>Educators’ practice is underpinned by current early childhood education guidance and research. (further supported by inclusion in programming books and reflective booklets) Strategies such as intentional teaching, scaffolding, and open-ended questioning are used to extend learning, while promoting agency and autonomy. Educators integrate knowledge of child development, cultural backgrounds, and individual interests, consistent with the approved learning frameworks and contemporary research. Coordinators and educational leaders support educators to apply theory to practice, ensuring decisions are research-informed and evidence-based.</p> <p>Coordinators document practice, noting strengths, challenges, and opportunities for improvement, which informs collaborative discussions with Educational Leaders. Educator reflections are documented in critical reflection booklets, which are the viewed and discussed during visits, with any feedback feeding into EL meetings monthly.</p> <p>Educators engage meaningfully with children during play, extending learning through scaffolding, open-ended questioning, modelling, and in-the-moment decisions. Learning environments are intentionally planned to encourage curiosity, decision-making, and sustained engagement, while maintaining a familiar, home-based setting for consistency, security, and belonging. Children’s agency is actively promoted through choice-making, and routines and transitions are flexible to support autonomy and wellbeing.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Educators draw on knowledge of local events, celebrations and community services to design experiences that extend learning beyond the home environment. Children’s home experiences, cultural practices, and family priorities are actively incorporated into routines and learning provocations, ensuring programs are responsive, inclusive, and reflective of the children’s individual contexts.</p>

Families are welcomed as partners in learning and are encouraged to contribute their voices, priorities, and expertise. Information collected at enrolment and through ongoing communication—including conversations, newsletters, programming diaries, and online platforms—is actively used to inform program planning and curriculum decisions. Families are invited to participate in special events, celebrations, and cultural experiences, contributing their knowledge and skills to enrich children’s learning. Families are invited to participate in special events, celebrations, or cultural experiences, contributing their knowledge, skills, and interests to enrich children’s learning.

Evidence: Program plans, reflections, and visit sheets document how local and cultural contexts shape learning experiences. Excursions to local events such as NAIDOC, Multicultural festival, Playgroups.

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	<p>Practice is embedded, sustained, and consistently implemented across all educator settings through clear service-wide expectations aligned with the EYLF and My Time, Our Place. These expectations guide educator interactions, learning environments, programming, and assessment. Evidence of embedded practice is captured in programming and critical reflection booklets, monthly face-to-face visits, compliance checks, and informal professional development sessions such as coffee and chat.</p> <p>Consistency of practice is supported through monthly coordinator visits, during which coordinators provide in-the-moment guidance and modelling, while the Educational Leader may arrange additional visits to further support educators. Programming is linked to learning outcomes and reviewed regularly, ensuring educators implement consistent, high-quality practice across all homes.</p> <p>Educators engage meaningfully with children during play, employing strategies such as open-ended questioning, scaffolding, and modelling. Practice is responsive to each child’s learning style, culture, communication methods, and individual needs, informed by observations, programming, and information gathered from families through enrolment forms, face-to-face conversations, and ongoing relationship-building.</p> <p>Educational decisions are informed by educators’ knowledge of children, families, and communities. - through developing relationships with families and children in care as well as participating in community events where appropriate, educators can make informed decisions regarding their program and practice for individual children in their care.</p> <p>Home-based learning environments are intentionally planned with thoughtful provocations that foster curiosity, agency, decision-making, and sustained engagement. Environments maintain familiarity, calm, and security to support children’s wellbeing. Children’s agency is embedded through flexible routines, opportunities for choice, and educators’ professional decision-making in the moment, empowering children to make decisions and engage fully in their learning.</p> <p>Coordinator visits are a core operational process to observe practice, provide in-the-moment guidance, and support ongoing improvement. Observations and reflective discussions are documented and reviewed through service processes, with</p>



	<p>coordinators meeting regularly with the Educational Leader to discuss identified needs and targeted support. Feedback and educator self-reflection inform professional learning opportunities and leadership decision-making, ensuring continuous improvement, consistency, and sustainability of high-quality practice across the service.</p>
<p>2. Practice is informed by critical reflection</p>	<p>At My Place Family Day Care, educators use critical reflection as a deliberate and ongoing process to inform teaching, planning, and ongoing improvement.</p> <p>Educators regularly reflect on children’s learning, engagement, and developmental progress through weekly programs, learning stories, and dedicated critical reflection tools or diaries. Reflections focus on what is working well, why particular strategies are effective, and how practice can be refined to improve outcomes for children. This ensures curriculum decisions are intentional, evidence-based, and responsive to children’s learning over time.</p> <p>Educators are supported to deepen reflective practice through the use of guiding questions, reflective prompts, and professional readings. Reflection considers children’s individual learning styles, cultural contexts, strengths, and needs, as well as the effectiveness of teaching strategies and learning environments. This process strengthens educators’ ability to critically analyse their practice and make informed adjustments.</p> <p>During regular coordinator visits, educators engage in reflective conversations about observed practice. Coordinators model critical reflection, ask purposeful reflective questions, and support educators to evaluate the impact of their teaching on children’s learning and development. Tailored support is provided as needed, including assisting educators for whom English is an additional language to express reflections, document learning, or explore alternative ways to capture and communicate their practice.</p> <p>Observations and reflective discussions are documented in visit sheets and inform future programming, targeted professional support, and Educational Leader discussions through regular coordinator and Educational Leader meetings.</p> <p>Educator reflections contribute to service-wide critical reflection, with coordinators sharing insights during monthly meetings with the Educational Leader to identify emerging trends, strengths, and areas for improvement. The coordination team also</p>



	<p>engages in their own reflective practice using dedicated reflection tools, modelling reflective thinking and informing leadership decisions, quality improvement planning, and continuous improvement across the service.</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>Educators build respectful, trusting, and purposeful relationships with families through daily conversations, planned communication, and regular opportunities for families to share feedback and input. Educators value family knowledge, culture, values, and priorities, using this information to inform children’s learning, routines, and experiences in meaningful and responsive ways.</p> <p>Educators strengthen children’s sense of belonging by drawing on local community knowledge, resources, and events. Many educators undertake excursions to local venues such as shops, schools, and libraries, extending learning beyond the home environment. Participation in community events—including NAIDOC Week, the Inala Multicultural Festival, children’s Christmas celebrations, and local library visits—supports children’s understanding of community, culture, and diversity.</p>

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	<p>Assessment and planning are embedded across everyday practice and service operations within the family day care service. Educators consistently apply the planning cycle as part of their normal routines within their home-based environments, ensuring each child’s learning, development and wellbeing inform all program decisions.</p> <p>The planning cycle begins at enrolment, with educators gathering information about each child’s family context, culture, routines and interests. This information forms the foundation for ongoing observation, assessment and planning and is continually updated to reflect children’s growth and changing needs. Educators regularly observe and document children’s learning through individual and group observations, learning stories, weekly programs and reflections, demonstrating a clear and consistent cycle of practice for each child.</p> <p>Assessment information is actively used to plan, implement and adapt experiences, environments and interactions. Programs remain flexible and responsive, enabling educators to extend children’s learning, respond to emerging interests and support individual learning goals within the family day care setting.</p> <p>Critical reflection is embedded as an operational expectation across the service. Educators intentionally reflect on the effectiveness of their teaching practices, program decisions, alignment with the service philosophy and learning outcomes for children. Reflection is supported through structured reflection tools, guiding questions and professional readings, and is documented within critical reflection documents, diaries or weekly programs. These reflections directly inform program adjustments and ongoing improvement.</p> <p>Families are meaningfully engaged in assessment and planning through embedded communication practices, including daily conversations, programming diaries, online platforms, newsletters and involvement in special events. Educators share information about children’s learning and daily experiences in ways that support continuity between home and care. Where possible, communication with families occurs in their first language, strengthening inclusion and partnerships.</p>



	<p>The coordination team plays a key role in embedding assessment, planning and reflection practices across the service. Monthly visits include intentional professional conversations that support educators to analyse practice, strengthen planning and enhance learning outcomes for children. Coordinators and educational leaders also engage in structured monthly critical reflection using a dedicated reflection booklet, ensuring leadership practices continuously support high-quality assessment and planning.</p>
<p>2. Practice is informed by critical reflection</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]</p>
<p>3. Practice is shaped by meaningful engagement with families, and/or community</p>	<p>[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]</p>

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
March 2025 1.3.1 1.1.1	Educators have little knowledge of theorists and their impact on current practices	To provide varied opportunities for educators to develop their understanding of theorists and current research.	M	Provide educators with a programming booklet and reflection booklet that refers to and encourages interaction with and reflection upon theorists and how they impact our thinking about children's learning today.	Educators confidently engage with and understand to some extent theorists and how they impact our working with children Educators use the booklets provided to assist in documenting this research.	July 2026	July 2025 Ongoing through critical reflection, monthly focus and Facebook group-information posts.
July 2025 1.3.1 1.3.2 1.1.1 1.1.2 1.2.1 1.2.2	Educators' quality of programming documentation is often superficial	Educators to write programming documentation to a high quality. Content of programming should be relative and meaningful to individual children. Full cycle of programming shown for individual and groups of children.	M	Provide examples of programming documentation – observe children at playgroup. Provide information on different forms of observation. Coords to view programming and provide feedback in real time during visit. Or if more in-depth support needed, provide this information to educational leaders during monthly meeting.	Educators write programming documentation to a high quality. (varies dependant on individual style, and abilities)	July 2026	



				Practice guidance during visits Coffee and chat sessions			
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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.

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

2.1

At My Place Family Day Care, children's health, wellbeing and comfort are prioritised through individualised care routines, hygienic practices, and a strong focus on child protection, physical, emotional, and mental wellbeing.

Educators maintain current and detailed information about each child's health needs, including allergies, medical conditions, and individual routines, as provided at enrolment and updated through ongoing, open communication with families. This ensures care practices remain responsive and tailored to each child's needs.

Daily routines, including rest, meals, and toileting, are flexible and guided by children's individual rhythms, comfort, safety, and wellbeing. Educators view routines as valuable learning opportunities that support independence, self-help skills, and a sense of security. Mealtimes are calm, inclusive, and social experiences that promote healthy eating habits and positive interactions.

Physical activity and outdoor play are intentionally incorporated into programming and planning in ways that suit the home-based environment and support children's developmental stages, encouraging movement, confidence, and overall wellbeing

Safe sleep and rest practices are embedded across the service. Educators follow approved policies and procedures, complete regular safe sleep training, and conduct and document 10-minute sleep checks to ensure children's safety and comfort.

Families and educators are kept informed of current health practices, regulatory updates, and policy changes through email communication, the service's Facebook group, and follow-up discussions during coordinator visits. Signage related to infectious diseases, asthma, and anaphylaxis is displayed as required to promote awareness and safe practice.

Educators are encouraged to maintain fully equipped and in-date first aid kits. These are checked annually during home safety inspections by the coordination team and monitored throughout the year by educators, with additional follow-up during monthly coordinator visits where required. The service uses an injury or illness on arrival record to document any incidents or observations identified while a child has been away from the care environment, supporting continuity of care and shared communication with families.

Where food is provided, menus are displayed and, where possible, translated into families' preferred languages to support inclusion and understanding. Information about healthy eating and physical activity is regularly shared with families and educators to encourage shared responsibility and informed discussions.

Educators support children's autonomy, bodily integrity, and early understanding of consent by asking permission before physical care routines, respecting children's right to say no, and supporting their right to personal space. Child-focused resources, including NAPCAN Protective Behaviours stories, are used to introduce children to body safety and their protective rights in age-appropriate ways.

Educators are aware of their responsibilities relating to child protection and mandatory reporting through regular child protection and related training completed throughout the year.

Ongoing support is provided through one-on-one guidance during monthly coordinator visits, as well as ongoing communication via email and the educators' Facebook group. Documentation and learning environments are observed and photographed during visits and stored with visit records to support compliance monitoring and identify areas for continuous improvement.

Educators maintain daily environmental safety checklists to ensure safe, healthy, and well-maintained learning environments for all children.

2.2

The coordination team actively builds capability and leadership in this area through ongoing professional learning, including protective behaviours training and a range of child protection and online safety information sessions.

Educators are supported to clearly understand and enact their responsibilities in promoting children's safety through access to online training, professional resources, and current information shared via email, in-person visits, reflective discussions, and ongoing guidance from coordinators. This support is embedded in everyday practice and focuses on practical strategies that strengthen child safety, empower children with personal safety skills, and promote respectful, trusting relationships. Our approach reflects a shared, community-wide

commitment to child protection and wellbeing, providing educators and families with valuable tools, resources, and insights to create environments where children feel safe, empowered, respected, and protected.

Educators provide safe, secure, and well-supervised environments that are regularly assessed and adapted to meet the individual needs of children in care. With the focus on safe use of digital technologies, educators and families are supported to proactively identify and manage online environments within the family day care environment.

Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect. - Educators undertake child protection and mandatory reporting training upon induction and annually, and the Coordination team have undertaken Child Protection and Mandatory Reporting Training annually and as required (as well as and Persons with Management and control have completed Required Child Protection National Mandatory Training in 2025)

Children are actively supported to develop an understanding of personal safety, including body autonomy, recognising safe and unsafe situations, and learning age-appropriate risk awareness. Educators support children's autonomy and right to their own physical space and early understanding of consent through practices such as asking for permission to take a photo, or to change nappy, and respecting the child's right to refuse or say no and introduce children to their own protective rights and body safety through child focused learning materials such as NAPCAN Protective behaviours stories- used to introduce body safety and protective rights in meaningful, developmentally appropriate ways.

Strong child-safe practices are in place for the use of digital technologies, photography, and CCTV, supported by clear policies, consent processes, and monitoring procedures. Educators and families are supported to proactively identify and manage online environments within the family day care context.

Supervision is active, intentional, and responsive, with educators continually scanning environments, positioning themselves effectively, and managing risks during both indoor and outdoor play and during routine practices such as toileting and during transitions. Risk assessments are completed for outdoor equipment above designated heights and reviewed regularly to ensure ongoing safety. Supervision practices also extend to children's engagement with digital technologies, ensuring safe, age-appropriate use at all times.

Educators provide safe, secure, and well-supervised environments that are regularly assessed and adapted to meet the individual needs of children. Daily environmental safety checks are conducted and documented. All educators maintain current first aid, CPR, asthma, and anaphylaxis qualifications to ensure they are prepared to respond effectively to incidents or emergencies.

Educators undertake regular safe sleep training and consistently implement safe sleep practices, including documented sleep checks and the use of safe, age-appropriate sleep equipment. Individual sleep risk management plans are completed for all children and include details of sleep locations and supervision arrangements.

Excursions and transportation are carefully planned and documented. Risk assessments and documentation are submitted to the coordination team for approval before being shared with families and before written consent is obtained.

Clear emergency and evacuation procedures are established and practised regularly with children in developmentally appropriate ways, building familiarity, confidence, and a sense of security. All educators complete annual child protection training and are kept informed of updated practices, policy changes, and regulatory requirements through email communication, the online educator group, and reflective discussions during coordination team visits.

Visitor management processes ensure children's safety at all times. Visitors are required to provide identification, sign in and out, and are never left alone with children.

Through consistent supervision, proactive risk management, strong governance, child-safe practices, and ongoing professional learning, **My Place Family Day Care** ensures that every child is protected and supported to feel safe, secure, and confident in their learning 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 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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	
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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 April 2025	Lack of learning included in programming and spontaneous conversations around nutrition and healthy lifestyles.	Children to learn about healthy lifestyles including nutrition and being active	L	Encourage educators to interact with PLACE learning around healthy lifestyles, as well as a focus reflection from educational leaders Critical reflection Monthly focus	Educators incorporate healthy lifestyle information and learning into programming	July 2026	
2.1.2 2.2.1 Nov 25	Food safe handling will be included in yearly contract renewal	Educators to have an understanding of the responsibilities of food safe handling as part of yearly contract renewal requirements with child protection and safe sleep training.	M	Educators are to complete food safe handling as part of yearly contract renewal requirements with child protection and safe sleep training.	All educators participate in food safe handling course (free)	End contract renewal 2026	
2.1.1 2.2.1 December 2025	We have discussed the need to identify individual children who may be at increased risk of SIDS. SUDI.	For an individual child risk factor checklist, be utilised during enrolment to identify risk factors in individual children	M	Work with admin to determine the best way to include this step in enrolment. Include this in induction	We have implemented this to be included in enrolment and educators understand the importance and use of the action plan	March 2026	



		which may make them more vulnerable to SIDS or SUDI. This will then be used to inform an action plan if needed and including intervention strategies					
December 2025 2.2.1 2.2.3	Monitor of use and storage and destruction of photos taken of children during care by educators	Educators have a consistent/ regular practice for the uploading, and destruction of photos taken of children in care.	High	Coordination unit will check each visit with educators on how they upload and destroy images and may check their devices to confirm	Educators have a consistent/ regular practice for the uploading, and destruction of photos taken of children in care. And understand the importance of this.	July 2026	

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.

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

At My Place Family Day Care, we are proud of the welcoming, safe, and engaging home environments provided by our educators. These spaces are thoughtfully designed to be inclusive, flexible, and reflective of the children's developmental stages, cultural backgrounds, and individual interests. Each family day care residence is unique yet unified by a commitment to creating environments that support holistic learning, play-based experiences, and strong connections to the natural world.

Standard 3.1

Each educator ensures their home learning environment is well-organised, safe, and suited to the needs of children in care. This is done through daily environmental checklists as well as pool checklists when needed for individual educators. Play areas are designed to be inviting and nurturing, offering spaces for active exploration as well as quiet, restful moments. Both indoor and outdoor areas are equipped with age-appropriate materials that support children's physical, social, emotional, and cognitive development.

Educators regularly reflect on and adjust their environments to support the evolving needs of children and families. Risk assessments are carried out with attention to safety, access, and supervision, while also providing children with opportunities to explore and engage in age-appropriate risk-taking within a safe and supported environment.

Educators home environments are assessed prior to commencement and annually to ensure ongoing compliance including non-licenced areas.

The physical environment is kept clean, hygienic, and well maintained. Any identified maintenance concerns are addressed promptly with support from the coordination unit to ensure compliance and safety.

Furniture, equipment and learning materials are carefully selected and maintained to ensure they are suitable for children of various ages. Items that are damaged or no longer suitable are removed and replaced in a timely manner as needed to ensure children are always provided with safe, engaging resources.

Risk assessments are conducted for anything that may have potential risks including outdoor play equipment.

Coordination team check indoor and outdoor environments on monthly visits, and this is documented on visit sheets through photos.

The coordination unit check sleep environments regularly and ensure that an annual safe sleep risk assessment is completed for each child in care.

Standard 3.2

Educators design their home environments to be inclusive and adaptable, supporting the full participation of every child. Spaces are intentionally arranged to reflect the individual needs, interests, cultures, and abilities of the children in care. Through ongoing conversations with families, educators adjust their environments and routines to reflect each child's home culture, routine preferences, and developmental needs.

Each educator ensures their home learning environment is well-organised, safe, and suited to the needs of children in care. This is done through daily environmental checklists as well as pool checklists when needed for individual educators

Children can access both indoor and outdoor areas dependant on individual routines and programming, with flexible transitions between spaces based on individual needs and daily rhythms. Verandas, patios, or shaded outdoor areas provide year-round access to nature-based play and active experiences, promoting curiosity and physical development. Play areas are designed to be inviting and nurturing, offering spaces for active exploration as well as quiet, restful moments. Both indoor and outdoor areas are equipped with age-appropriate materials that support children's physical, social, emotional, and cognitive development.

A wide variety of natural, open-ended, and recycled materials are encouraged across all family day care homes. These materials encourage creativity, investigation, and independent thinking.

Children are encouraged to self-select resources and direct their own learning experiences. Educators support this agency by setting up thoughtful provocations and offering intentional teaching moments that build on children's interests and questions.

Children actively participate in gardening tasks such as watering, planting, and harvesting herbs or vegetables in some care environments where applicable. Educators use these opportunities to engage children in meaningful conversations about caring for the Earth, food cycles, insects, and sustainability. Children are encouraged to participate in care and respect for the natural environment for example by recycling or switching off lights when leaving a room and to engage in various activities around days of celebration regarding this such as earth day, sea week, clean up Australia day, insect week.

Playgroups run by the service are often held in natural environments to further extend on the Educators Environmental program. Some educators use excursions to further extend and engage in the natural environment.

Children are actively supported to develop an understanding of personal safety, including body autonomy, recognising safe and unsafe situations, and learning age-appropriate risk awareness. A strong focus is placed on child-safe practices, including the safe use of digital technologies, photography, and CCTV, with clear policies, permissions, and monitoring processes in place. Supervision is active, intentional, and responsive, with educators continually scanning environments, positioning themselves effectively, and managing risks during both indoor and outdoor play

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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.
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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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	[

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
April 2025 3.1.1 3.2.1 3.2.2	Some educators may not have considered various ages and abilities/ interests when planning outdoor spaces	Educators ensure outdoor environment has variety and is engaging and inviting for all children	M	PLACE training Daily checklist Coordinators to check upon visits	Outdoor environments are inviting, interesting and engaging and reflect children's interest	July 2026	Some educators have taken part in some online training; training is available to all educators. Ed Leaders to include this in monthly focus / and or programming/ critical reflection opportunities
April 2025 3.2.3	Educators do not generally participate in environmental awareness opportunities	For educators to participate in community, national and international environmental awareness events and opportunities. For families to be involved in wider community environmental awareness events and sustainability practices	L	Ed Leaders to include events on community calendar Service to promote these events on social media and provide some activity ideas. Some events may have other community events happening- promote these.	Educators participate in community, national and international environmental awareness events and opportunities. Families involved in wider community environmental awareness events and sustainability practices	July 2026	July 2025- playgroup with a focus on sustainability, Will continue with ongoing opportunities as they are available.
September 2025 3.1.1 3.1.2	More information needed regarding individual children's health/ sleep risk	For families to provide information regarding their child's level of risk at enrolment via the red nose' individual child risk factor checklist and action plan'	M	Add this form as an attachment to the drop box that goes out to new enrolments	Educator and service have a better understanding of the risk factors in individual children which may make them more vulnerable to sudden and unexpected infant death occurring during sleep.	March 2026	

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.

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

4.1- At My Place Family Day Care, we recognise that strong, consistent, and well-supported educator relationships are central to children's wellbeing and learning. As a home-based early childhood education and care service, each educator provides care for a small group of children in a familiar and consistent environment, which supports secure attachments and meaningful relationships.

The coordination unit supports educators with guidance, supervision, and administrative organisation, ensuring that legislative requirements (such as qualifications, ratios, and working with children checks) are always met. This ongoing support allows educators to focus on creating high-quality, individualised programs for each child.

Educators work in partnership with families and the service team to maintain routines and programs that align with the needs of each child. Regular visits from coordinators allow for shared reflection, planning, and mentoring to ensure that educational outcomes are continually improved.

Children benefit from consistent relationships with their educator, and rostering or staffing issues typical in centre-based services are not present. However, where relief care is required, the service endeavours to match families with familiar and trusted educators to ensure continuity of relationships and emotional security.

Continuity of care is a natural strength of our Family Day Care model. Children attend the same home and are cared for by the same educator each day, which allows for strong attachments and a deep understanding of each child's personality, strengths, learning style, and developmental needs.

Educators are encouraged to foster strong, trusting relationships with both children and families. These relationships are strengthened through daily interactions, open communication, and shared learning journeys.

In the event that an educator takes leave or is unavailable, we work closely with families to ensure a smooth transition to an alternative educator where possible, prioritising familiar faces and gradual introductions. This ensures children continue to feel secure and

supported during any changes to their care. Educators may also utilise an educational assistant to support routines and transitions and day to day running of the individual educators' service.

During visits, Coordinators engage with children and support educators by modelling and guiding quality practices.

Educator wellbeing is also a priority. The service promotes work-life balance, offers professional development support, and fosters a culture of recognition and respect, through supporting during educator leave, coffee and chat sessions throughout the year, playgroup opportunities for social connection, 24/7 support as needed. We recognise achievement though educator of the month and at annual celebrations to recognise years of service. By supporting our educators' needs, we strengthen their capacity to provide consistent, high-quality care over the long term. Documented in visit sheets (focus December 2025)

Potential educators must undertake a prohibition check (via NQAITs) and prior compliance history statement. A thorough home assessment is then completed, police check and WWCC for all adult occupants of the home. A thorough induction is undertaken including online training across all quality areas.

4.2 - At My Place Family Day Care, collaboration and respect are the foundation of our educator network. While educators work independently in their homes, they are closely connected to the coordination team and to each other through regular meetings, professional development, and informal peer support.

The service provides opportunities for professional conversations through coffee and chat sessions and gatherings such as playgroups, one-on-one mentoring, and regular home visits to ensure educators feel supported and valued. The Educational Leader meets regularly with Coordinators and educators as needed to discuss curriculum planning, share strategies, and support reflective practice. Networking sessions and team events allow educators to come together, share experiences, and learn from one another, such as playgroups coffee and chat sessions. These opportunities create a sense of belonging and build professional relationships across the service. Educators are encouraged to draw on each other's strengths and expertise to enhance their own practice.

Our team values diverse perspectives and experiences and works together with a shared vision of providing high-quality, individualised care in nurturing home environments. Our team regularly engages in critical reflection and team discussions and reflection on different

matters, at weekly team meetings, weekly individual 10 min chats and individual monthly debrief as well as monthly Educational Leader meet ups.

All educators at My Place Family Day Care are guided by professional standards, including the Early Childhood Australia (ECA) Code of Ethics, the National Quality Framework (NQF), and the service's policies and procedures. These documents are easily accessible to educators online and are regularly referred to during team meetings, professional development, and mentoring sessions.

The coordination unit supports educators to engage in reflective practice and uphold high standards of care and ethics in their daily work, emphasised through ongoing compliance and continual improvement opportunities focused on monthly visit sheets. Regular performance appraisals are conducted to review professional practice, set goals, and identify opportunities for growth and training. Educators are asked to participate in self-evaluation which is then to be used to inform discussion with their coordinator and therefore inform and guide the professional development offered throughout the year.

Educators are encouraged to reflect on their beliefs, practices, and interactions, and to consider how these impact children and families. This reflective process is supported by ongoing mentoring and identifying individual professional learning focus. This is recorded in critical reflection booklets and as a part of monthly visit focus from time to time as the coordinator engages in discussion with the educator around various topics.

Respectful communication, empathy, and integrity are embedded in all educator-family interactions, and professional relationships are strengthened through shared values and open dialogue.

Educators work is acknowledged in the monthly newsletter with Educator of the month, Educators contribute to the Facebook closed group as well as at service events such as 50th Anniversary celebrations, Christmas Parties and Years of service awards.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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

Notes:

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

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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
MARCH 2025 4.2.1 4.2.2	Educators do not currently discuss or collaborate on the implementation of standards into the program.	For educators to proactively reach out to and engage with fellow educators to engage in discussion and collaboration	L	Provide opportunities for professional discussion around standards and programming. -face to face -Online reflection (Facebook group) - coordinators to engage in discussions during visits - playgroup	Standards to be included as a monthly focus/ or incorporated into programming prompts Linked via harmony programming	July 2026	July 2025- Playgroup started 2 held so far Will continue

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

5.1- At My Place Family Day Care, we recognise the importance of strong, respectful, and consistent relationships between educators and children. As each child spends their day with the same educator in a small group setting, genuine and meaningful bonds are formed naturally, allowing each child to feel safe, secure and supported.

Educators begin building connections with children and their families from the very first visit and during the orientation process. Information is gathered about each child's home routines, cultural background, interests, and individual needs to provide continuity between home and care, creating a smooth and comforting transition.

Family Day Care educators make a conscious effort to greet and acknowledge all family members warmly each day, using their names and taking time to have open conversations. This helps build trust and a sense of belonging for both the child and the family.

Children are recognised as capable and competent learners. Educators support each child's sense of agency by encouraging them to make choices throughout their day, promoting independence, decision-making, and a growing sense of confidence.

Because Family Day Care settings offer smaller group sizes, educators are able to engage in thoughtful, one-on-one interactions that are respectful and responsive. Daily routines such as mealtimes, transitions, and rest periods are used as opportunities to talk with children, provide comfort, and build rich conversations that support learning and social development.

Our educators are deeply committed to upholding each child's rights to safety, respect, and dignity. Children are supported to make age-appropriate choices and are encouraged to express themselves in ways that align with their own personalities and preferences. A recent program to support this has included the NAPCAN Protective behaviours program.

Educators use calm and respectful guidance strategies that consider each child's individual emotional and developmental needs. The small group environment allows educators to respond immediately and appropriately to children's behaviour, understanding the circumstances or emotions that may be influencing it.

Techniques such as deep breathing, mindfulness, quiet spaces, movement, music, and favourite calming activities are offered to children as ways to support their emotional regulation. Educators act as role models, guiding children to build resilience, self-awareness, and the ability to manage strong emotions.

Professional development that has occurred for the Educational Leadership team as well as Coordination unit in the areas of neuroscience, emotional wellbeing, and behaviour guidance allows the team to support educators in maintaining a calm and supportive environment. (wings to fly training) These insights therefore help the coordination unit to support educators to respond thoughtfully to challenges and create nurturing routines that are predictable and comforting and support individual children to self-regulate so they can fully engage in the program in a way that is appropriate for them. The coordination unit has also participated in Crossroads –train the trainer program to further support educators, parents and carers whose children have been impacted by domestic and family violence.

5.2

Family Day Care offers valuable opportunities for peer interaction in a more intimate setting, where mixed-age groups naturally encourage collaboration and mentorship among children. Educators intentionally plan experiences that promote cooperation, shared learning and social interaction.

Children are supported to engage in collaborative play and daily tasks such as tidying up, gardening, preparing meals, or setting up activities. These shared responsibilities help develop empathy, patience, turn-taking, and an awareness of others' needs.

Educators scaffold peer interactions by modelling respectful communication, asking open-ended questions, and guiding children as they learn to negotiate, take turns and work together. These interactions are supported in real-time, as educators observe and respond in ways that promote social confidence and positive relationships.

With consistent care from one primary educator, children develop trust and feel secure enough to explore and learn strategies for emotional regulation.

Through daily interactions and individualised care, educators get to know each child's temperament, needs, and preferred methods of calming or self-regulating. This personalised knowledge allows for a gentle, respectful response to challenging behaviours. Coordinators

support and guide educators as required when they may seek guidance around a particular child's behaviour or how to deal with a particular situation. The coordination team will often give initial advice over the phone and follow up in person to support educators as needed.

Conflict resolution is supported by helping children use language to express their feelings and understand the perspectives of others. Educators guide children through disagreements calmly, using language appropriate to their age and emotional development. With patience, modelling, and encouragement, they learn to recognise their feelings, practice self-control, and interact respectfully with others.

Educators and the coordination unit engage in ongoing professional development to keep up to date with current practices around behaviour support.

The coordination unit may from time-to-time support educators and families in managing situations in which families have differing views and expectations.

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

Notes:

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- 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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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
March 2025 5.2.2 5.1.2	Children may not have the skills to negotiate roles, communicate needs, behaviour regulate. Educators do not have the knowledge about self-regulation rather than behaviour management for children in their care.	For educators to scaffold children's abilities during play to encourage individual children to negotiate roles and responsibilities. Encourage self-regulation	L	Coordinators to attend training when available- 2 each session- wings to fly – 2-day workshop , to support educators understanding. Include this in monthly focus/critical reflection Educator coffee and chat info session	Children are encouraged to self-regulate in a way that is appropriate for them, Educators understand all children may need different ways to self-regulate and how to support	July 2026	July 2025- 2 coordinators/ed leaders attend wings to fly training October 2 coords attended another wings to fly training Coords to use this knowledge to support practice when on visits with eds. Would like to include this as a coffee and chat info session.
April 2025 5.1.1	Educators do not have the skills to engage in prolonged play utilising questioning techniques, to foster sustained conversations with children	Educators to have the skills to engage in supported play and scaffolding children play utilising appropriate communication techniques.	L	Provide educators with examples of questioning to use during play, communication techniques. Through monthly focus, Facebook posts and training where available. Ed Leaders/ Coordinators to guide practice during visits and playgroups.	Educators are able to show and document in an observation -language used and children's responses	December 2026	



May 2025 5.1.1	Arrivals and Departures procedures and practices to be discussed to ensure a welcoming environment and secure positive relationships	Educators ensure a welcoming and positive environment that supports interactions with families.	L	Review current practices of individual eds and provide guidance and suggestions as needed. Monthly focus on visits to discuss. How to educators gather family's input? How do they welcome families and prepare for departure of an afternoon.	All educators provide a welcoming and safe arrival and departure process for their families. Have open positive relationships with families.	March 2026	

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

6.1 At My Place Family Day Care, we believe an open and respectful enrolment and orientation process is the foundation of a successful partnership with families.

We provide all prospective families with clear, accessible information about the service through our website and enrolment pack. We also offer personalised enrolment interviews where we build rapport, listen to family needs and goals, and gather meaningful information about each child's individual background, routine, culture, and interests. This information is then shared with the child's Family Day Care educator to help support smooth transitions and responsive care from day one.

Coordinators suggest suitable educator for placement of a new child and families, and the educator are able to meet and decide on the suitability of the educator and or family to the particular care environment. Each educator will have their own way of meeting and interviewing prospective families.

We recognise families as their child's first and most influential teacher. From the beginning, we engage families as partners in their child's care and education. Educators gather information about family values, priorities, and goals for their child through the enrolment and orientation process and maintain this partnership through ongoing conversations at arrival and departure times.

The small group size and consistent educator allow for authentic, respectful communication and shared decision-making. This allows families to feel heard, supported, and included in their child's learning journey. We welcome families to share special interests, stories, and cultural practices, which are meaningfully embedded into the daily program.

We acknowledge and value cultural diversity and ensure learning environments reflect the backgrounds of the families in care, including representation of Aboriginal and Torres Strait Islander cultures. This promotes inclusion, belonging, and understanding among children. Educational Leaders support this through cultural inclusion information throughout the year.

Educators and the coordination unit are proactive in connecting families with support services and community resources where needed. This may include providing information on local health services, parenting support groups, early intervention programs,

or family events in the community. We are positioned uniquely to have access to many different services as a part of the Inala Community House wider organisation.

Families are kept up to date with information about the service through monthly newsletters and emails as needed.

Our educators maintain strong links with the coordination team who can provide up-to-date resources and guide families toward the appropriate community-based support networks.

6.2

During enrolment and throughout care, educators and the coordination team work with families to understand each child's unique needs, developmental stage, abilities, and cultural background.

We believe that every child has the right to feel included and supported, and we are committed to continuous professional development to enhance our educators' ability to meet a diverse range of needs. Educators reflect regularly on their practice and make adjustments to ensure each child is able to participate meaningfully in all aspects of the program. Some educators support children's development needs by accommodating support services such as speech therapy whilst in care.

We acknowledge and value cultural diversity and ensure learning environments reflect the backgrounds of the families in care, including representation of Aboriginal and Torres Strait Islander cultures. This promotes inclusion, belonging, and understanding among children. Educational Leaders support this through cultural inclusion information throughout the year.

Individual children are supported to self-regulate so they can fully engage in the program in a way that is appropriate for them. Resources and routines are adapted to suit individual children, and the home-based setting allows for greater flexibility in meeting unique needs in a calm, consistent, and personalised way. The coordination team liaises with inclusion support services to gain knowledge and support as needed to support individual children.

Educators and the coordination unit are proactive in connecting families with support services and community resources where needed. This may include providing information on local health services, parenting support groups, early intervention programs, or family events in the community. We are positioned uniquely to have access to many different services as a part of the Inala

Community House wider organisation. Educators may draw on knowledge of local events, celebrations and community services to design experiences that extend learning beyond the home environment through excursions to local events and venues such as Inala Multicultural festival, NAIDOC celebrations, Library events.

The service liaises with local elders, child safety organisations and other local businesses as appropriate from time to time.

Ongoing critical reflection is utilised as a tool to identify any practices, or potential barriers to participation for individual children, this is then utilised by the Educational Leaders to inform further training or resources needed to support.

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	
2. Practice is informed by critical reflection	
3. Practice is shaped by meaningful engagement with families, and/or community	

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	
2. Practice is informed by critical reflection	.
3. Practice is shaped by meaningful engagement with families, and/or community	

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
April 2025 6.1.2 6.1.1 6.2.3	Lack of opportunity to engage with indigenous culture/ embed indigenous culture into the program	For educators to engage with indigenous culture professional development opportunities.	L	PLACE Local indigenous/ cultural community activities	Educators participate in community events as appropriate Educators have a range of cultural resources in their environment	December 2026	WE have begun to be involved with and promote local indigenous events in our community. Inala multicultural festival, NAIDOC.
6.2.2 6.1.1 6.1.2 December 25	Access to documentation for multi languages	Educators with English as a second language have access to documentation that they can read more easily in their own language.	m	Provide alternative ways for an ed to access documentation where able. Charts Pictures Translation where available	Documentation in other languages is available.	July 2026	
6.2.3 6.1.2	Feedback and input are missing from families and educators	Families and educators to provide feedback and suggestions around service events such as playgroup, coffee and chat, graduation, Xmas parties.	l	Invite feedback regularly. Invite feedback and suggestions via email questions	We receive feedback and suggestions from families and educators	March 2026	



April 2025 6.1.2 6.2.2 6.1.1	Culture and diversity are not visible in programming and documentation	For educators to be aware of Culture and diversity and the possibility to include this into programming.	L	Educators to take part in place training where available. Facebook posts to promote and encourage inclusion of culture. Involvement in community events where available.	Educators include cultural resources into everyday practice and programming.	December 2026	
May 2025 6.2.1	Arrivals and Departures procedures and practices to be discussed to ensure a welcoming environment and secure positive relationships	Educators ensure a welcoming and positive environment that supports interactions with families.	L	Review current practices of individual eds and provide guidance and suggestions as needed. Monthly focus on visits to discuss. How to educators gather family's input? How do they welcome families and prepare for departure of an afternoon.	All educators provide a welcoming and safe arrival and departure process for their families. Have open positive relationships with families.	March 2026	

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, nominated supervisors and family day care co-ordinators 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 in relation to 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—education and care service other than a family day care service	7.1.2
Regulation 173A	Prescribed information to be displayed—family day care service	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

7.1

At My Place Family Day Care, governance systems are underpinned by strong leadership, clear values, and a sustained commitment to quality improvement and a child safe culture. As a not-for-profit service, we are proud to be a part of Inala Community House, we work with our other services with ICH by actively participating in events such as NAIDOC week, the Inala Multicultural Festival and the Candlelit Circle in our local community.

The management team meet weekly to discuss current agenda items, reflect and work together to support each other and achieve outcomes identified. The service philosophy informs all aspects of operations and reflects a shared understanding of early childhood education and care. It guides consistent decision-making, professional practice, and leadership across the service.

Policies and procedures meet all legislative and regulatory requirements and are reviewed regularly to ensure they remain current and relevant. These are accessible to educators, families, and staff through secure digital platforms and in printed form when requested. All educators are inducted into the service's policies and procedures during onboarding and are supported to understand and implement them within their daily practice.

The service ensures the secure and confidential storage of personal and sensitive information in accordance with regulatory requirements, using secure digital systems. The coordination unit manages and monitors educator and staff compliance, including qualifications, Blue Cards, safety checks, risk assessments, and incident reporting. Systems such as Harmony are used to track expiry dates and issue reminders, supporting ongoing compliance and risk management.

Our service operates with a dedicated administrative team overseeing operational systems to ensure compliance. We utilise Harmony web to assist with administration of timesheets, payments, invoicing and debt. Roles and responsibilities across the service are clearly defined and understood. Coordination team, Educational Leaders and Administrative team are supported through ongoing mentoring from the Service Manager and Educational Leader, including regular individual and team meetings, structured induction processes, and

reflective professional conversations. These processes support effective governance, strong communication, and team cohesion. The leadership team works collaboratively, sharing perspectives and engaging in reflective dialogue to maintain a shared vision and consistent approach across the service.

Decision-making processes are collaborative where appropriate with a child safe focus, ensuring team members have opportunities to contribute in a fair and equitable manner. This approach supports shared accountability and strengthens leadership capacity across the service.

Prospective educators are screened through the NQAITS portal and are required to complete a prohibition check and a compliance history statement prior to progressing with the application processes and home assessment visits. The coordination team check educators training institute via the National Training Register during the application process to ensure validity of qualifications. If RTO is found to be cancelled and therefore qualifications invalid, the Educator will be asked to contact ASQA/ACECQA for further advice. The service will not move forward with the educator until qualifications can be validated.

All adult residents within the educator's home environment, as well as regular visitors present during care hours, are required to hold a valid Blue Card, ensuring child safety remains a priority. An assessment of the home is conducted and any amendments needed are documented and communicated, this is reassessed with amendments if needed to ensure compliance, prior to the educator beginning onboarding and providing care. The induction process includes mandatory online and face-to-face training that must be completed prior to commencement. Educators are supported through a structured onboarding period, including policy review and weekly monitoring and support by coordinators, ensuring a strong foundation for safe, compliant, and high-quality practice. Educators' homes are reassessed annually at a home safety visit. This is usually conducted by 2 team members.

Policies and procedures are in place to support the priority of online child safety. Parents and educators have been kept informed of regulatory requirements and ensured appropriate permissions are in place around the safe use of digital technologies and CCTV in the care environment. Regular checks with educators are included in monthly compliance checks, to ensure regular and appropriate destruction of images.

By establishing effective administrative and management systems, training and professional development, compliance with Regulations and Law, implementing documented policies and procedures, ongoing quality improvement, and identifying and managing organisational risk in a timely manner, the service can support the operation of a quality service that is child safe.

7.2

Our service aligns program delivery with the QIP by using goals and priorities to guide planning and educator practice. Information from educator reflections, team feedback, and service data informs self-assessment and identifies areas for improvement.

Reflections on children's learning and development, programming and planning are used to evaluate programs and support and adjust programming materials as needed. The Educational Leader and Coordinators support educators to engage in critically reflective practice by providing guidance, mentoring, and opportunities for collaborative discussion. Through home visits, professional development sessions (coffee and chat) educators are encouraged to reflect on their practice, analyse children's learning outcomes, and identify areas for improvement.

Our manager encourages and nurtures positive organisational culture by ensuring everyone is heard and seen and has a voice. She utilises the FISH philosophy to ensure a positive environment, where team members enjoy coming to work and feel confident in their role. The Manager has worked alongside the coordination unit and administrative team to develop shared service focus of high-quality care, high expectations of compliance for educators and child safety. Leadership at My Place Family Day Care is focused on building capacity, empowering educators, and creating a supportive and professional learning culture. Our team creates opportunities for professional and respectful conversations around practice through regular meetings individually and as a team. Critical reflection is a practice for the coordination team and contributes to professional conversations around practice. We share our collective knowledge at weekly team meetings and engage in group critical reflection. Our coordination team, which includes the Service Manager and Educational Leader, fosters open communication and collaboration through regular home visits, phone calls, and professional development opportunities.

Professional learning opportunities are identified and encouraged for coordinators, educators are provided with access to many online professional development/training opportunities as well as face to face at coffee and chat and other social events such as playgroups. Service staff engage in annual self-evaluation and manager evaluation which is used to identify any areas for further development and training.

The Educational Leader and Coordinators support educators to engage in critically reflective practice by providing guidance, mentoring, and opportunities for collaborative discussion. Through home visits, professional development sessions (including “Coffee and Chat”), and playgroup sessions, educators are encouraged to reflect on their practice, analyse children’s learning outcomes, and identify areas for improvement. The Educational Leader ensures educators effectively implement a continuous cycle of planning, assessment, and reflection to enhance programs and support children’s learning outcomes in line with the Early Years Learning Framework and the Framework for School Age Care.

Educators are encouraged to provide feedback on the service and to participate in self-assessment annually and identify areas for improvement and development. Educators are celebrated in our monthly newsletter as educator of the month, and at annual Christmas party anniversary celebrated.

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	<p>Governance systems at My Place Family Day Care are embedded, sustained and consistently implemented across all service operations. Clear roles, responsibilities and accountability support compliance. The service philosophy provides a shared framework that guides leadership decisions, professional practice and accountability across the coordination team and educator network. Policies and procedures meet legislative and regulatory requirements and are regularly reviewed to ensure they remain current and responsive to service needs. These policies are accessible to educators, families and staff through secure digital platforms and in printed form when requested.</p> <p>Ongoing monitoring, evaluation and review of practices including compliance, risk management, educator performance and service delivery, identify strengths, risks and opportunities for improvement. Continuous Quality improvement is systematic and intentional- Goals are informed by reflection, feedback and regulatory requirements, progress monitored and reviewed. Decision making is informed, ethical and strategic. Leaders use current research, legislation and professional learning to guide improvements to support educators to strengthen practice as needed.</p> <p>Clear systems support compliance and risk management, including secure digital management of personal and sensitive information, monitoring of educator and staff qualifications, Blue Cards, safety checks, risk assessments and incident reporting. Platforms such as Harmony are used to track expiry dates and issue reminders, ensuring compliance requirements are proactively managed. Roles and responsibilities are clearly defined, and structured induction processes ensure governance expectations are clearly understood and consistently applied across all educator settings.</p> <p>Evidence may include:</p> <ul style="list-style-type: none">• Service philosophy• Policies and procedures



- Educator induction records and checklists
- Harmony compliance tracking and reminder records
- Qualification, Blue Card and safety check registers

2. Practice is informed by critical reflection

Changes to governance are clearly communicated and understood by educators, co-ordinators, and administrative staff. Updates are shared through email communications and followed up during home visits, team meetings, and written guidance, and educators are supported to implement changes in daily practice.

Governance at My Place Family Day Care is actively informed by ongoing critical reflection. Leadership and coordination teams regularly review the effectiveness of governance systems, policies, procedures, and operational practices to ensure they meet regulatory requirements and support high-quality outcomes for children. Reflection is embedded through structured professional discussions, leadership reflection booklets, and review of documentation such as visit sheets and incident reports.

The service Philosophy is critically reflected on annually by the coordination unit, collaboratively to ensure it aligns with the service's purpose, priorities, current practice, and approved learning frameworks. Feedback on philosophy is then sought from educators through email communication, newsletters and followed up during home visits by coordination unit. This process informs updates to the philosophy ensuring continuous improvement and alignment with quality educational outcomes.



	<p>Co-ordinators and management engage in regular, structured reviews of systems, policies and procedures to ensure they are effective, aligned with quality practice, and responsive to feedback. Reviews may occur through coordinator home visits, team meetings, and professional development discussions, educator and coordinator reflections, and family feedback as evidence. Outcomes from reflection are used to improve systems, inform professional support, and guide continuous improvement.</p> <p>Our service actively supports all team members to provide feedback on all aspects of the service. Educators, co-ordinators, and administrative staff are encouraged to share ideas and concerns through home visits, team meetings, professional development sessions, surveys, and direct communication with coordinators. All feedback is respectfully considered, discussed collaboratively, and used to inform improvements to policies, procedures, and service systems.</p> <p>Evidence may include:</p> <ul style="list-style-type: none">• Coordination unit critical reflection document• Notes from coordination and leadership meetings• Quality Improvement Plan (QIP) to improvements• Visit sheets
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Governance systems at My Place Family Day Care actively incorporate meaningful engagement with families and the community. Our governance and administrative arrangements contribute to a culture of inclusiveness and a sense of belonging by ensuring policies, procedures, and decision-making processes actively reflect the diverse needs, cultures, and strengths of educators, children, and families. Systems such as home visits, team meetings, surveys, and open communication channels enable all members to have a voice and influence service planning, fostering mutual respect and connection. Families are provided with transparent access to policies, procedures, and information about service operations and child-safe practices. Family feedback is routinely sought and used to inform governance decisions, policy review, and continuous improvement initiatives. Our service actively supports the many diverse cultures of our educators and families,</p>

incorporating their perspectives and practices into program planning, policies, and community engagement. (recently feedback around cctv in place in eds homes so we could tailor our policy and procedure to support their use)

Evidence may include:

- Enrolment information. Process
- Communication records with families (emails, newsletters, platforms)
- NQAITS screening records
- Prohibition check forms
- Blue Card records for adult residents and regular visitors

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	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

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
7.1.2 7.2.1 7.1.3 March 2025	Some policies and procedures have been updated; other Policies and Procedures need to be updated	Policies and Procedures to be updated and reviewed by the coord team in conjunction with the board, then sent to board for approval and ratification.	m	Policies and procedures are being rewritten, they are then put into ICH template, and sent to the coord team for review, this is then forwarded to the CEO and board for review and approval When ratified they are put onto the portal for educators to view and emailed to eds along with a survey monkey questionnaire to complete to ascertain understanding.	Policies and procedures are progressively worked though and are written to be relevant to our service and educators	December 2026	December 2025- Meeting with consultants and CEO regarding getting a plan together for moving forward with p& p outstanding. Several P & p have been updated, but a large number remain outstanding. We will as a team dedicate a time to review as many as we can in the new year.
		A clear review of policies that have been condensed. As well as a plan for what p & p will be reviewed and when. Develop a clear flowchart of the	h	A spreadsheet of the old and new policies will be provided. A plan will be developed for what and when to be reviewed and approved.	A clear idea of what needs to be updated, when and by whom.	December 2026	

		process for review and approval.		A flowchart will be developed of process.			
7.2.3 7.2.1 April 2025	No professional development plans or evaluation process in place for educators	For Educators to engage in regular self-evaluation, in conjunction with service management and to then develop a professional development plan from this.	L	Design and implement regular evaluation process. Develop professional development plan template and begin to implement evaluation and pd process.	Educators engage in self-assessment and evaluation and identify areas for professional development.	August 2026	This will be rolled out end of September Some self-evaluation completed and received, not a great uptake or involvement.
7.2.3 7.2.1 June 2025	Yearly reflection for all staff in HO is not being conducted	For all staff to undertake self-reflection and identify areas for professional development	L	Book and complete self-reflections for all staff	All staff undertake self-reflection and identify areas for professional development	September 2026	11/9/2025 commenced during July/August ongoing
2025 7.2.3 7.2.1	Educator self-assessment and evaluation	Educators to participate in annual self-assessment and evaluation and identify opportunities for professional development	M	Put out email and self-reflection document in august after induction training g is complete	All educators and ed assistants participate and identify opportunities for professional development	After annual home safety September 2026	December 2025 This was sent out; we did not get a big response.
7.2.3 May 2025	Coordination team does not undertake professional development regularly	Coordinators to identify and undertake professional development of	M	Book or coords to book in for professional development opportunities	Coordinators participate in a variety of professional development opportunities over the year	December 2026	July 2025- to date- Big hearted education 9/6/2025



		interest or as applicable					Child protection mandatory training First aid/cpr Child safety Protective Behaviours-Napcan
7.1.3 November 2025	It has not been practice to upload schedules to harmony	Coords to update ed schedules in Harmony as part of yearly home safety documentation.	m	Coords will do this annually as part of home safety	Schedules are updated in harmony annually	End 2026(as part of annual home safety)	
7.1.1 December 25	We would like to develop an educator handbook for prospective educators	Handbook that explains and sells our service is available to prospective educators.	l	Service to develop a handbook	Handbook developed and used	March 2026	
7.1.2 December 2025	After reading a recent dept. Bulletin around ensuring new potential educators' qualifications are legitimate, we need to ensure qualification certificates and RTO's used are legitimate.	Our service to ensure all educators qualifications are legitimate	h	Coordinators will send RTO information with prohibition form to manager to check prior to onboarding an educator. As well as a compliance history document.	A process of checking RTO and qualifications is established.	February 2026	
December 2025 7.1.1	Philosophy needs to be reviewed to reflect current head	Philosophy is reviewed and rewritten, if necessary, with input	L	Head office staff will do initial review of Philosophy.	Some input is received and used if appropriate to guide	June 2026	



	office team, taking into consideration Educators and family's input	from families and educators and head office staff.		Thin it will be sent to educators and families for input.	the writing of a relevant new philosophy.		
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