

National Quality Standard

Assessment and Rating Report



Service Name	Lobethal Community Kindergarten		
Service Approval Number	SE-00010575		
Provider Name	Department for Education		
Provider Approval Number	PR-00006069		
Assessment & Rating Number	ASR-00040464		
Report Status	Final	Date Report Completed	23 November 2023

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor	Amanda Josephs		
Educational Leader/s	Amanda Josephs		
Primary Contact (for assessment & rating)	Amanda Josephs		
Quality Improvement Plan Date Received	28 June 2023		

Visit/s

First Visit	Start: 26 September 2023	End: 26 September 2023
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Authorised officers

Name 1	Cassy Callus
Name 2	

Further information (if applicable)

Lobethal Community Kindergarten (the service) is located in the Adelaide Hills in the town of Lobethal, 42 kilometres from the CBD and is a stand alone pre-school that offers a pre-school program for up to 30 children per day.

The assessment and rating visit (the assessment) was conducted on 26 September 2023. Discussions involved the director and the one Early Childhood teacher (ECT). Throughout this report, they are referred to as 'service leaders'.

The service was previously assessed and rated under the 2012 National Quality Standard (NQS)

as Exceeding NQS. This assessment was under the revised 2018 NQS.

The approved provider, educators and families are advised to read this report in conjunction with the service's Quality Improvement Plan (QIP).

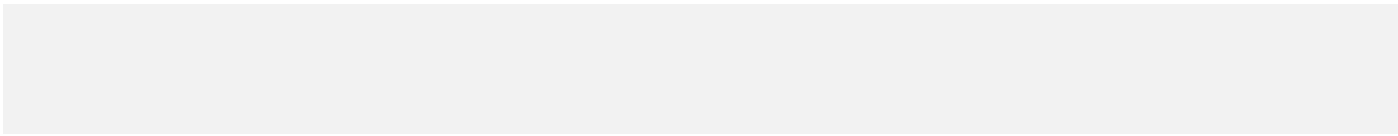
All evidence collected during the assessment was considered during the rating process and the authorised officer purposefully included only a few examples of this evidence in the report, for the purpose of demonstrating how the service achieved each rating.

A review of the feedback sent on 10 November 2023, following the draft assessment and rating report, has been conducted. The information provided was reviewed by the AO and a moderator. The outcome is documented in the report in each corresponding Standard. The approved provider should note that many examples provided for each Standard demonstrated Meeting NQS level practice and had already been considered. Exceeding practice should demonstrate how all educators have a deep understanding of the requirements of the Standard and that Exceeding NQS practice demonstrates 'above and beyond' what is expected at the Meeting NQS level.

Please note: the approved provider experienced IT issues when submitting evidence for feedback and some evidence was accepted by the Regulatory Authority via email. Due to this issue, the Regulatory Authority cannot generate a response to feedback for each Theme for Standards 1.1, 4.1, 4.2, 5.1 and 5.2 in the final report under each Standard. The outcome for these Standards will be documented here, under further information and the outcome is as follows:

The AO and a moderator have conducted a review of Theme 1, Theme 2 and Theme 3 for Standards 1.1, 4.1, 4.2, 5.1 and 5.2 and the following outcome has been reached: Similar to other evidence submitted, the feedback is examples are Meeting level practice. There was limited new or additional evidence provided. The information has already been considered and included in the analysis of evidence used to determine the rating reached. Therefore the rating for these Standards has not changed.

Summary comments



Quality Area 1 – Educational program and practice

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

Demonstration of Exceeding themes for Standard 1.1

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

Standard 1.1 is rated

Meeting NQS

Evidence for Standard 1.1

The educational program enhances children's learning and development. *Belonging, being and becoming: the early years learning framework for Australia (EYLF)* learning outcomes, numeracy and literacy indicators and the 'Keeping Safe' child protection curriculum guide curriculum decisions. A weekly program documents experiences planned to extend children's learning, children's voices and interests are captured and used for future planning and displayed in the floor book. Routines are organised with flexibility and used as opportunities to develop and broaden children's learning. Children were involved in the acknowledgment of country and two children who conducted the yard safety check discussed what they found with the group during morning group time.

Quality Improvement Plan notes for Standard 1.1

It is recommended that educators:

- continue to become familiar with the approved learning framework version 2 in preparation for implementation in 2024. Resources can be accessed at this link: [Approved learning frameworks | ACECQA](#)

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

Demonstration of Exceeding themes for Standard 1.2

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

Standard 1.2 is rated

Meeting NQS

Evidence for Standard 1.2

Educators intentionally plan experiences to facilitate and extend children's learning and development and purposefully prepare the environment to support these experiences. Educators respond to children's ideas and use them as teachable moments to sustain their thinking. One example includes an educator asked a child who made a paper bracelet 'Is it too small, too big or just right', the child commented to the educator 'It's too small because it doesn't fit on my wrist'. The educator replied, 'So what are you going to do about it?' The child replied, 'Make another one' to which the educator responded, 'You could, or you could cut the tape and make it bigger'. Educators encourage children to think about and direct their own learning during routine times, demonstrating that children are viewed as capable and competent. This was evident during the set up for lunch when a child helped an educator spray and wipe each table, paying attention to making sure the spray covered the whole table and they wiped the whole table including the corners. Another child then assisted placing children's lunch boxes at each seat at the table. One child counted the chairs to make sure that each child had a place at the table.

Quality Improvement Plan notes for Standard 1.2

It is recommended that the service:

- consider how educators critically reflect on alternate practice approaches to facilitating and extending children's learning.

Response to Provider Feedback for Standard 1.2

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

Demonstration of Exceeding themes for Standard 1.3

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

Standard 1.3 is rated

Meeting NQS

Evidence for Standard 1.3

Educators take a planned and reflective approach to implementing the program for each child. Individual children's learning is documented as part of an ongoing cycle of planning. This includes, observe, assess, plan, implement and evaluate. Trackers are used to monitor and ensure each child's learning is captured as part of a cycle of planning. Enquiry based learning is used to support group learning. A recent enquiry project about unicorn bones supported children to explore different types of bones and look at pictures of bone and hypothesis about what they thought they were. Critical reflection on children learning is largely documented at the end of each session, with educators engaging in face-to-face conversations and one educator scribing the thoughts and views of the team. Families are informed of their child's learning and development in a variety of ways, including class dojo, floor book, room displays and newsletters.

Quality Improvement Plan notes for Standard 1.3

It is recommended that educators:

- continue to reflect of how their approach to program planning and assessment reflects the unique geographical, cultural and community context of the service, particularly in relation to bush kindy.

Response to Provider Feedback for Standard 1.3

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information

received does not add to or strengthen evidence already considered.

Evidence such as providing families with statements of learning in Term 4 is Meeting level practice. There is limited evidence provided on how practice is informed by meaningful engagement with families or the community for this Standard.

Therefore the rating for this Standard has not changed.

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Evidence such as, 'As a result of the mid-year intake in 2023, we undertook critical reflection about our reporting and assessment processes to ensure not only that families were being provided with relevant information about their child's learning and development, but that educator workload was manageable' is Meeting level practice. This does not demonstrate Theme 2 'above and beyond' the NQS at an Exceeding level.

Therefore the rating for this Standard has not changed.

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Evidence such as, 'Children's voices are an embedded part of our learning program, with children regularly being asked 'what would you like to do/what do you know lots about/what would you like to know more about?' Children's answers are included in the learning program, with each child specifically planned for at least twice a term. Each week we critically reflect as a staff team on the program, and how planned experiences supported individual children's learning' demonstrates Meeting level practice.

Therefore the rating for this Standard has not changed.

No element selected

No element selected

Quality Area 1 summary

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

No

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

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

Yes

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

Yes

Quality Area 1 is rated

Meeting NQS

Quality Area 2 – Children’s health and safety

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

Demonstration of Exceeding themes for Standard 2.1

Practice is embedded in service operations

No

Practice is informed by critical reflection

No

Practice is shaped by meaningful engagement with families and/or the community

No

Standard 2.1 is rated

Meeting NQS

Evidence for Standard 2.1

There are opportunities for children to rest and relax. Cushions, rugs, soft furnishings and enclosed spaces were available for children to access across the indoor and outdoor environment. Effective hygiene practices are promoted and implemented by educators and children. Information is collected about children’s individual needs during the enrolment process and through regular conversations with families. This ensures that children’s wellbeing and comfort is provided for. The service has effective processes to ensure illness and injuries are managed. Children with diagnosed medical conditions are supported with current medical management plans and risk minimisation and communication plans. Children bring their own lunch to the service each day and the service promotes and supports families to provide healthy food options for their child. Opportunities for physical play, both planned and spontaneous are included as part of the program. Examples include an obstacle course for climbing, swings, digging in the sand pit and performing on stage outdoors.

Quality Improvement Plan notes for Standard 2.1

It is recommended that the service:

- proactively promote children’s health and physical activity with families and the wider community.

Response to Provider Feedback for Standard 2.1

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

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

Demonstration of Exceeding themes for Standard 2.2

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

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Policies and procedures are in place to ensure that each child is protected. Educators adequately supervise children at all times. Service leaders discussed children's involvement in outdoor safety checks and group time discussion has supported them gaining risk awareness. Risk assessments are in place for the chicken coop, bush kindy and stage area to reduce potential risk. Emergency plans and procedures have been established for a range of situations and emergency rehearsals are conducted regularly. Educators are aware of their roles and responsibilities regarding child protection and have all completed child protection training. The service provides this training for members of the governing council. The child protection curriculum is incorporated into the program, a recent floor book entry detailed group time discussion focused on the human body and labelling bodies parts and using correct terminology.

Quality Improvement Plan notes for Standard 2.2

It is recommended that educators:

- continue to reflect on voices, priorities and strengths of the children and families in relation to their safety.

Response to Provider Feedback for Standard 2.2

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already

considered.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

Quality Area 2 summary

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

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

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The design of the facilities is appropriate for the operation of the service. The building provides indoor and outdoor play spaces, a kitchen, office space and a bathroom. The outdoor environment provides natural and manmade shade as well as natural elements for children to explore including, plants, shrubs, mud and grassed areas. The premises, furniture and equipment are safe, clean and well maintained.

Quality Improvement Plan notes for Standard 3.1

Response to Provider Feedback for Standard 3.1

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring the environment is safe for children with additional needs demonstrates Meeting level practice.

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring the environment is safe for children with additional needs demonstrates Meeting level practice.

Therefore the rating for this Standard has not changed.

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

Demonstration of Exceeding themes for Standard 3.2

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

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The service environment is inclusive, promotes competence and supports exploration of play-based learning. Educators arrange the environment to include a variety of natural and constructed resources including, herbs, flowers and grasses in the mud kitchen and plastic boats and animals in the water tray. The service demonstrates and supports children to engage in environmental responsibility. Some examples include food scraps given to chickens, a vegetable patch for children to harvest and share with their families, coloured bins for recycling and feeding and caring for the service's bearded dragon pet.

Quality Improvement Plan notes for Standard 3.2

It is recommended that the service:

- consider how educators support families to develop understanding and engage in environmentally responsible and sustainable practices.

Response to Provider Feedback for Standard 3.2

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Critical reflection around sustainable practices demonstrates Meeting level practice.

Therefore the rating for this Standard has not changed.

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The service has many community links, however evidence provided does not demonstrate how educator practice has been informed based on meaningful engagement.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

Quality Area 3 summary

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development.
4.1.1	<div data-bbox="296 421 1318 472" data-label="Text"> <p>The organisation of educators across the service supports children's learning and development.</p> </div> <div data-bbox="1393 434 1434 456" data-label="Text"> <p>Met</p> </div>
4.1.2	<div data-bbox="296 560 1214 582" data-label="Text"> <p>Every effort is made for children to experience continuity of educators at the service.</p> </div> <div data-bbox="1393 560 1434 582" data-label="Text"> <p>Met</p> </div>

Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations

No

Practice is informed by critical reflection

No

Practice is shaped by meaningful engagement with families and/or the community

No

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

Staff arrangements enhance children's learning and development. The service makes every effort to provide continuity of educators to support consistency for children. For example, the service employs three Early Childhood Teachers (ECTs) who work set days and are supported by the same educator when additional staffing is required. On the day of the visit it was evident that educators were familiar to children, both children and educators referred to each other by name.

Quality Improvement Plan notes for Standard 4.1

Service leaders may wish to explore how practices relating to this standard could be embedded, informed by critical reflection and shaped by meaningful engagement.

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

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

Standard 4.2 is rated	Meeting NQS
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Evidence for Standard 4.2
Management, educators and staff are collaborative, respectful and ethical. Educators spoke to each other in a respectful manner throughout the visit. Professional standards guide practice, interactions and relationships. For example, educators use staff meetings to collaborate and share ideas and Microsoft Teams is used to document confidential communication. Professional standards such as the United Nations Rights of the Child, Australian Professional Standards for Teachers (APST), Early Childhood Australia Code of Ethics and child protection curriculum guide educator interactions and relationships.

Quality Improvement Plan notes for Standard 4.2
<p>The service may wish to:</p> <ul style="list-style-type: none"> • continue to support all educators to challenge and extend each other's strengths and skills through robust and meaningful critical reflection around professional standards and increased understanding of the principles, practice and outcomes in EYLF.

Quality Area 4 summary

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

No

Quality Area 4 is rated

Meeting NQS

Quality Area 5 – Relationships with children

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

Demonstration of Exceeding themes for Standard 5.1

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

Standard 5.1 is rated

Meeting NQS

Evidence for Standard 5.1

Educators and children develop respectful and equitable relationships through positive interactions. Educators supported the learning and development of children, encouraging children to participate in the program. One example includes an educator commented to a child 'X when you have finished eating if you would like to continue making your book I'm really interested to hear all about your characters and what they are going to do. I heard X's story and I would really like to hear yours'. The dignity and rights of each child are maintained with educators acknowledging children's efforts and choices.

Quality Improvement Plan notes for Standard 5.1

Service leaders are encouraged to consider:

- how all educators are supported to have opportunities to systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service.

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

Demonstration of Exceeding themes for Standard 5.2

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

Standard 5.2 is rated

Meeting NQS

Evidence for Standard 5.2

Each child is supported to form and maintain positive and responsive relationships. Educators set-up the environment and provide a range of opportunities for children to work collaboratively and promote interactions and connection between children through play experiences. Children worked alongside each other at the craft and book making tables. Educators support children to negotiate and promote positive interactions. One example includes a small group of children performing on the stage. Children took turns singing with the microphone, dancing and with educators assistance dressing up in costumes. The service's approach to self-regulation involves supporting children to recognise how their bodies work alongside everything else they do, having body awareness and understanding what your body is telling you. Educators model language that supports this approach, words such as recharge and refuel are commonly used.

Quality Improvement Plan notes for Standard 5.2

It is recommended that educators:

- consider how their approach to behaviour guidance and self-regulation is reflective of their personal, professional and organisational values that support and maintain sensitive and responsive relationships.

Quality Area 5 summary

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

No

Quality Area 5 is rated

Meeting NQS

Quality Area 6 – Collaborative partnerships with families and communities

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

Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations

No

Practice is informed by critical reflection

No

Practice is shaped by meaningful engagement with families and/or the community

No

Standard 6.1 is rated

Meeting NQS

Evidence for Standard 6.1

The service develops and maintains respectful relationships with families, and they are supported in their parenting role. Service leaders support families through the enrolment process and ensure that they are updated regularly about service-related information. The service takes a shared approach to decision-making, and families are provided with a number of different ways they are able to contribute. These include face-to face conversations, email and parent expectation surveys.

Quality Improvement Plan notes for Standard 6.1

It is recommended that the service:

- continue to consider as a team how do educators and service leaders engage in robust discussion about the service's approach to engaging with families and supporting their participation at the service.

Response to Provider Feedback for Standard 6.1

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already

considered. The one example given about a conversation through class dojo does not demonstrate how the service has engaged in meaningful dialogue which has shaped practice at an 'above and beyond' the standard. Offering services to support one family, is meeting level practice.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring that a Jehovah witness family beliefs are acknowledged, and programs reflect this is not an example of going 'above and beyond' at an Exceeding level.

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. There were no examples of critical reflection which has shaped practice for this standard at an Exceeding level.

Therefore the rating for this Standard has not changed.

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

Demonstration of Exceeding themes for Standard 6.2

Practice is embedded in service operations

No

Practice is informed by critical reflection

No

Practice is shaped by meaningful engagement with families and/or the community

Yes

Standard 6.2 is rated

Meeting NQS

Evidence for Standard 6.2

Collaborative partnerships enhance children's inclusion, learning and wellbeing. Educators collaborate to support children's transitions and have a relationship with inclusion support professionals to assist children with inclusion support needs. Educators invite families to take part in playgroup sessions as part of the orientation process. Parent teacher conversations are conducted in term 3 each year and shared with school teachers during transition meetings and visits. The service builds relationships and engages with the local community. Some engagement opportunities include visits to the local primary school to participate in pine play and inviting the local school to participate in the space with the service for bush kindy.

Quality Improvement Plan notes for Standard 6.2

It is recommended that the service:

- consider what ways they demonstrate a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial parentships, participation in relation to bush kindy.

Response to Provider Feedback for Standard 6.2

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information

received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.

Therefore the rating for this Standard has not changed.

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

Quality Area 6 summary

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

No

Quality Area 6 is rated

Meeting NQS

Quality Area 7 – Governance and leadership

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

Demonstration of Exceeding themes for Standard 7.1

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

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

Governance supports the operation of the service. The service is governed by a governing council made up of parents and service leaders. The service philosophy is reviewed annually by educators, who reflect on how the PQIP and philosophy are connected. There are policies and procedures to support the operation of the service, and these are reviewed based on relevant timeframes to ensure they are current. A variety of administrative systems are used by the service to manage risks and to ensure effective service operation. Service leaders support educators to understand their roles and responsibilities. Staff contracts and job descriptions further support this understanding and effective decision making.

Quality Improvement Plan notes for Standard 7.1

It is suggested that during the annual review process the service:

- consider how educators, service leaders and those with management responsibilities discuss and demonstrate how their daily practice is underpinned by the service's statement of philosophy and how they are involved in reviewing the statement regularly.

Response to Provider Feedback for Standard 7.1

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The governing council and all educators are provided their roles and responsibilities including providing them with a handbook and code of conduct. This is not an example of 'above and beyond' meeting the standard. There was no additional evidence provided that hasn't already been considered to consider for this theme.

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The service has 'critically reflected' when the ECW took on additional duties and their role description was amended to reflect this. This is not an example of critical reflection at an Exceeding level. This is meeting level practice and should be carried out when a persons role changes.

Therefore the rating for this Standard has not changed.

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

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

Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations

Yes

Practice is informed by critical reflection

No

Practice is shaped by meaningful engagement with families and/or the community

No

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

Effective leadership promotes a positive organisational culture and professional learning community. The service uses team meetings to reflect and document the services continuous improvement journey. The director is the educational leader (EL) and is supported by the Early Years Leader (EYL). The EL is responsible for leading and overseeing the program. The EL attends partnership meetings supported by the EYL run by the AP to support them in the role. Training recently undertaken by the EL explored the EYLF version 2.0 and in particular, how the new version aligns with what is already in place at the service. Professional development plans are in place for all educators and are formally reviewed in terms one and three with informal meetings conducted as needed to track educator progress. Educators professional goals are linked to the service PQIP.

Quality Improvement Plan notes for Standard 7.2

It is recommended that educators:

- consider how they regularly reflect on their own learning and professional development and opportunities to strengthen their performance and practice to support alignment of expectations and goals.

Response to Provider Feedback for Standard 7.2

No element selected

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered

at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

No element selected

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Professional learning opportunities do not demonstrate 'above and beyond' practice, for example how ALSIA won a scholarship to attend ECA reconciliation symposium and using this knowledge to develop an acknowledgement to country. This does not demonstrate meaningful engagement

Therefore the rating for this Standard has not changed.

No element selected

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Although there are many opportunities for service leadership and educators to engage in professional learning opportunities it is not evident in the evidence how these opportunities and engagements with BeYou support ongoing self assessment and continuous improvement now. Evidence demonstrates that these discussions are based around what the service did in 2020 and there is not evidence to demonstrate what this looks like now and how they have critically reflected to ensure it is still relevant for the current cohort of children and families.

Therefore the rating for this Standard has not changed.

Quality Area 7 summary

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

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

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

Quality improvement plan notes summary

Quality Area 1	
Standard 1.1	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> continue to become familiar with the approved learning framework version 2 in preparation for implementation in 2024. Resources can be accessed at this link: Approved learning frameworks ACECQA
Standard 1.2	<p>It is recommended that the service:</p> <ul style="list-style-type: none"> consider how educators critically reflect on alternate practice approaches to facilitating and extending children's learning.
Standard 1.3	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> continue to reflect of how their approach to program planning and assessment reflects the unique geographical, cultural and community context of the service, particularly in relation to bush kindy.
Quality Area 2	
Standard 2.1	<p>It is recommended that the service:</p> <ul style="list-style-type: none"> proactively promote children's health and physical activity with families and the wider community.
Standard 2.2	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> continue to reflect on voices, priorities and strengths of the children and families in relation to their safety.
Quality Area 3	
Standard 3.1	
Standard 3.2	<p>It is recommended that the service:</p> <ul style="list-style-type: none"> consider how educators support families to develop understanding and engage in environmentally responsible and sustainable practices.
Quality Area 4	
Standard 4.1	<p>Service leaders may wish to explore how practices relating to this standard could be embedded, informed by critical reflection and shaped by meaningful engagement.</p>
Standard 4.2	<p>The service may wish to:</p> <ul style="list-style-type: none"> continue to support all educators to challenge and extend each other's strengths and skills through robust and meaningful critical reflection around professional standards and increased understanding of the principles, practice and

	outcomes in EYLF.
Quality Area 5	
Standard 5.1	<p>Service leaders are encouraged to consider:</p> <ul style="list-style-type: none"> • how all educators are supported to have opportunities to systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service.
Standard 5.2	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> • consider how their approach to behaviour guidance and self-regulation is reflective of their personal, professional and organisational values that support and maintain sensitive and responsive relationships.
Quality Area 6	
Standard 6.1	<p>It is recommended that the service:</p> <ul style="list-style-type: none"> • continue to consider as a team how do educators and service leaders engage in robust discussion about the service's approach to engaging with families and supporting their participation at the service.
Standard 6.2	<p>It is recommended that the service:</p> <ul style="list-style-type: none"> • consider what ways they demonstrate a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial parentships, participation in relation to bush kindy.
Quality Area 7	
Standard 7.1	<p>It is suggested that during the annual review process the service:</p> <ul style="list-style-type: none"> • consider how educators, service leaders and those with management responsibilities discuss and demonstrate how their daily practice is underpinned by the service's statement of philosophy and how they are involved in reviewing the statement regularly.
Standard 7.2	<p>It is recommended that educators:</p> <ul style="list-style-type: none"> • consider how they regularly reflect on their own learning and professional development and opportunities to strengthen their performance and practice to support alignment of expectations and goals.

Provider Feedback summary

Quality Area 1

Standard 1.2

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

Standard 1.2

Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.

Therefore the rating for this theme has changed to Exceeding

Standard 1.2

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Therefore the rating for this Standard has not changed.

Standard 1.3

Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Evidence such as providing families with statements of learning in Term 4 is Meeting level practice. There is limited evidence provided on how practice is informed by meaningful engagement with families or the community for this Standard.

Therefore the rating for this Standard has not changed.

Standard 1.3

Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.

Evidence such as, 'As a result of the mid-year intake in 2023, we undertook critical reflection about our reporting

	<p>and assessment processes to ensure not only that families were being provided with relevant information about their child's learning and development, but that educator workload was manageable' is Meeting level practice. This does not demonstrate Theme 2 'above and beyond' the NQS at an Exceeding level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 1.3	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.</p> <p>Evidence such as, 'Children's voices are an embedded part of our learning program, with children regularly being asked 'what would you like to do/what do you know lots about/what would you like to know more about?' Children's answers are included in the learning program, with each child specifically planned for at least twice a term. Each week we critically reflect as a staff team on the program, and how planned experiences supported individual children's learning' demonstrates Meeting level practice.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Quality Area 2	
Standard 2.1	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 2.1	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 2.1	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>

Standard 2.2	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 2.2	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 2.2	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Quality Area 3	
Standard 3.1	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.</p> <p><i>Therefore the rating for this theme has changed to Exceeding</i></p>
Standard 3.1	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring the environment is safe for children with additional needs demonstrates Meeting level practice.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 3.1	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring the environment is safe for children with additional needs demonstrates Meeting level practice.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>

Standard 3.2	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Critical reflection around sustainable practices demonstrates Meeting level practice.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 3.2	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The service has many community links, however evidence provided does not demonstrate how educator practice has been informed based on meaningful engagement.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 3.2	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.</p> <p><i>Therefore the rating for this theme has changed to Exceeding</i></p>
Quality Area 6	
Standard 6.1	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The one example given about a conversation through class dojo does not demonstrate how the service has engaged in meaningful dialogue which has shaped practice at an 'above and beyond' the standard. Offering services to support one family, is meeting level practice.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 6.1	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Ensuring that a Jehovah witness family beliefs are acknowledged, and programs reflect this is not an example of going 'above and beyond' at an Exceeding level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>

Standard 6.1	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. There were no examples of critical reflection which has shaped practice for this standard at an Exceeding level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 6.2	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 6.2	<p>Theme 1 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has already been considered when determining a Meeting level rating. The service has embedded practice at a Meeting level.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 6.2	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.</p> <p><i>Therefore the rating for this theme has changed to Exceeding</i></p>
Quality Area 7	
Standard 7.1	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The governing council and all educators are provided their roles and responsibilities including providing them with a handbook and code of conduct. This is not an example of 'above and beyond' meeting the standard. There was no additional evidence provided that hasn't already been considered to consider for this theme.</p> <p><i>Therefore the rating for this Standard has not changed.</i></p>
Standard 7.1	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. The service has 'critically reflected' when the</p>

	<p>ECW took on additional duties and their role description was amended to reflect this. This is not an example of critical reflection at an Exceeding level. This is meeting level practice and should be carried out when a persons role changes.</p> <p>Therefore the rating for this Standard has not changed.</p>
Standard 7.2	<p>A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received has strengthened the original evidence gathered at the assessment and rating visit and supports practices being at an exceeding level.</p> <p><i>Therefore the rating for this theme has changed to Exceeding</i></p>
Standard 7.2	<p>Theme 3 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Professional learning opportunities do not demonstrate 'above and beyond' practice, for example how ALSIA won a scholarship to attend ECA reconciliation symposium and using this knowledge to develop an acknowledgement to country. This does not demonstrate meaningful engagement</p> <p>Therefore the rating for this Standard has not changed.</p>
Standard 7.2	<p>Theme 2 - A review of the feedback sent following your draft assessment and rating report has been conducted with the following outcome/s reached: Information received does not add to or strengthen evidence already considered. Although there are many opportunities for service leadership and educators to engage in professional learning opportunities it is not evident in the evidence how these opportunities and engagements with BeYou support ongoing self assessment and continuous improvement now. Evidence demonstrates that these discussions are based around what the service did in 2020 and there is not evidence to demonstrate what this looks like now and how they have critically reflected to ensure it is still relevant for the current cohort of children and families.</p> <p>Therefore the rating for this Standard has not changed.</p>