

File Reference:
(if applicable)



National Quality Standard Assessment and Rating Report



Australian Children's
Education & Care
Quality Authority

Service Name Kongorong Child Parent Centre

Service Approval Number SE-00010545

Provider Name Department for Education

Provider Approval Number PR-00006069

Assessment & Rating Number ASR-00023146

Report Status Final

Date Report Completed 20 September 2018

About this report

Purpose

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

The goals of the report are to provide:

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

The rating system

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

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

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

Assessment and rating visit details

Type of service

Long Day Care Outside School Hours Care (OSHC)

Family Day Care Preschool/Kindergarten

Nominated Supervisor Michelle Hunt

Educational Leader Michelle Hunt

Primary Contact
(for assessment & rating) Michelle Hunt

Quality Improvement Plan
Date Received 12 June 2018

Visit/s

Date 25 July 2018

Authorised officers

Name 1 Amanda Nash

Name 2

Further information (if applicable)

Kongorong Child Parent Centre (CPC) is a school-based preschool within the Department for Education (the department) Kongorong Primary School. The school is located approximately 25kms south west of Mount Gambier, South Australia. There are currently five children enrolled and the service operates with a single educator.

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 Yes

Practice is informed by critical reflection Yes

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

Standard 1.1 is rated

Exceeding NOS

Evidence for Standard 1.1

Curriculum decision making maximises each child's learning and development with the CPC being guided by their philosophy and school values. The principles, practices and learning outcomes from the Early Years Learning Framework (EYLF) are evident at the CPC through the philosophy statement and educator practices. For example, the statement reads that 'In the early years, we value the child's own interests and we extend and develop this through play and inquiry' and this was evident throughout the CPC on the day of the assessment and rating visit.

Information obtained from families on enrolment and throughout the year via meetings, informal conversations and written comments, is used to inform future planning in conjunction with observations and reflections. The term program is displayed in the floor book and available for families to view. A 'big idea' is documented, with rationale and resources. The big idea for Term 3 is a continuation in the children's interest in nature play. The educator sits with children during the session and reflects on what happened the day before. During the assessment and rating visit, the educator was observed sitting with the children as they looked at photographs taken the day before. As they stuck them into the floor book, the educator documented the children's comments in regards to what they had been doing and what they wanted to do the next day. The children are currently engaged in experiences incorporating 'Ninja Warriors'. The educator has enabled the children to contribute their ideas to making an obstacle course in the outdoor space using loose parts and fixed equipment.

The educator uses critical reflection to inform the program, with an example of this being the development of goals for each term. The goal for Term 3 is to encourage risky play and this is being achieved by giving children the opportunity to develop their own experiences and to risk assess the

hazards. Children were observed throughout the day accessing the obstacle course and using loose parts to create different physical activities and extend their learning. For example, planks were moved to acute angles to increase the difficulty of climbing. At one stage, the children lined up and were all attempting to climb the plank; they were encouraging each other and each child used different strategies to climb. The educator was acknowledging their attempts and encouraging them to persevere and they all managed to climb to the top. Each child had big smiles and their peers clapped and cheered as they achieved the climb.

The educator consistently incorporates each child's current knowledge, culture, ideas and interests into the program. Many examples of this were observed by the authorised officer on the day of the assessment and rating visit. For example, one child lives on a farm and was engaged with Lego play throughout the day which enabled him to build storage for his hay bales and the educator responded promptly to his requests for additional items to support his play, including accessing a large wooden truck to enable him to transport his bales around the room. The educator engaged in meaningful conversations with the child in regards to his home life and farm experiences and when the child began discussing cars and trucks having accidents, the educator used this as a learning opportunity and asked open-ended questions in terms of road safety. She accessed a box of wooden road signs for the child to incorporate in his play. Two other children joined this experience and the educator discussed how she would extend upon this by encouraging the children to make their own signs for their bike riding in the outdoor play space.

In another example, a child brought a ruler into preschool and was excited to show this to the educator on arrival. Discussion with the parent indicated that this was the child's current interest at home and he wanted to share this at preschool. During the day, the child would randomly measure things and the educator consistently responded to this by engaging him in conversations about what he was doing and asking open-ended questions which extended his learning. This included 'Which is the highest building?' as he was measuring his Lego houses. This child's interest in mathematics was extended further when the educator asked him if he would like to write the numbers on the bottom of the pages of the floor book. The child was very keen to do this and read each number out aloud as he wrote them down.

Effective routines and transitions were observed which supported children to feel safe, secure and confident to explore and learn. A 'Star of the day' is picked every morning and this child is given the opportunity to lead the group. Group times were used for intentional teaching opportunities with discussions about days of the week, the weather and counting the children. The star of the day read a story of her choice to the group and led the children during transitions. The toilet area is away from the classroom and requires all children to attend together. The educator has developed set times for the children to access the toilets; for example, during the morning session, children were asked if they needed the toilet and were observed placing shoes and beanies on and waiting for the group to meet together. The star of the day then led the children to the toilets; the educator supervised outside and ensured that handwashing occurred. She then asked if the children would like to participate in their fitness session, which they were all keen to do. It was evident that this is an embedded routine and during end of day discussions, the principal stated that she was always available to assist with these routines in order to alleviate the disruption to children's play.

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	Yes

Standard 1.2 is rated

Exceeding NQS

Evidence for Standard 1.2

Throughout the CPC, there was evidence the educator actively engaging in children's learning and sharing decision-making with them. The educator used everyday interactions with children during play and routines to stimulate their thinking and to enrich their learning. Strategies such as modelling and demonstrating, open-ended questioning, explaining and engaging in conversations to extend children's thinking and learning were observed throughout the day. For example, as mentioned in standard 1.1, the educator was seen actively engaging with all children in regards to their design ideas during the obstacle course experience. This involved questioning their techniques and encouraging them to think carefully about safety. In another example, a child was observed drawing a picture with a Texta and then painting over her picture. She discovered that the picture could still be seen through the paint. The child shared this discovery with the educator, who prompted her to experiment further by asking 'What will happen if you use different colours?' The child asked the educator for a range of coloured paints, which were promptly provided. Another child joined the experience and together they experimented with different colours and engaged in conversations about which they liked best and which were better to see through.

The educator was consistently observed responding to the children's ideas and play in a deliberate and purposeful manner. She used intentional teaching to scaffold and extend each child's learning. Children were engaged in their play for long periods of time and the educator asked open-ended questions to extend their learning. For example, when a child was building a storage unit for his hay bales, the educator was heard asking 'What will happen if the bales are too high?' The child was observed thinking about the question as he tried to load the unit and bales onto a truck. He smiled and said 'They will fall off and the truck will tip over.' The educator and child then discussed how a similar real life accident had occurred a few weeks previously.

In another example, and as mentioned in standard 1.1, a child's interest in mathematics was extended further when the educator asked him if he would like to write the numbers on the bottom

of the pages of the floor book. The child was very keen to do this and read each number out aloud as he wrote them down.

It was evident that through the educator promoting child-directed learning, she is able to foster children's agency and support them to develop a strong sense of identity. She had arranged play experiences, routines and the physical environment so that children had a range of opportunities to make choices about what they wanted to do and how they would do it and had incorporated children's ideas and suggestions in planning and implementing experiences. For example, as previously mentioned, the design of the obstacle course and resources required were developed by the children. The design of the environment also allows for a selection of activities and experiences. Children are free to choose what they want to participate in and there are accessible resources and equipment in open shelving and on tables and floors throughout the CPC.

The educator and principal discussed how they consistently and meaningfully engaged with children's families to draw on family understanding of each child's knowledge, culture, abilities and interests to design the program. They meet regularly, along with the junior primary teacher to reflect on the program and to discuss changes to strengthen their practice.

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

Each child's learning and development is evaluated as part of an ongoing cycle of observation, documentation, planning, implementation and reflection. A sheet captures the child's home life and current strengths and this is used to inform the program in the first term.

The educator has developed observation sheets which document what she has seen, possible lines of development (PLOD) and child/family voice. A student overview section outlines areas for development and new goals are documented on the bottom of the sheet. The educator discussed how she has reflected on how she documents children's learning, and through attending hub groups and sharing ideas, she has developed new ways to capture the information.

A floor book contains a term program sheet. This sheet outlines the 'Big Idea' and rationale, along with strategies and resources to support the goal. EYLF learning outcomes are identified along with prompts for 'What we might see happening?' in relation to children and educators. Throughout the floor book, the educator has reflected on children's experiences each day. Photos, children's drawings and comments have been documented, along with an analysis of learning and PLOD.

The educator verbally informs families of their child's participation and progress whenever possible. A parent interview is organised at the end of Term 1, with an option of another at the end of Term 3. A statement of learning is completed at the end of Terms 2 and 4 and families are able to provide feedback both formally and informally at any time. The statement of learning in Term 4 can be sent on to the child's new school to assist with the transition process.

Every child has a portfolio, which contains learning stories, photos, work samples, statements of learning and learning pathways. This is available for families to take home and comment on at the end of each term.

The preschool and junior primary teachers meet frequently to discuss children's progress and to reflect on the program. Both classes merge for certain lessons including Child Protection and STEM.

The educator also documents children's learning and development on learning sprints. A learning sprint canvas captures a focus area for developing and works through a four week cycle of assessing, reviewing, designing and understanding. The educator stated that she is using this form of documenting for a more targeted approach to support individual children's learning outcomes. Not all children attending the service had a copy of a learning sprint, although there was evidence of a cycle of planning evident for each child through other documentation.

Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

QA1 Compliance Notes

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

The CPC has effective processes to support all aspects of children’s health. This includes:

- being aware of and meeting each child’s physical health and comfort requirements
- encouraging physical activity
- supporting children’s wellbeing by providing opportunities for children’s sleep, rest and relaxation
- implementing hygiene practices to control the spread of infectious diseases
- managing injuries and illnesses.

A range of active and restful experiences throughout the day supported children’s individual requirements for health, rest and relaxation. After lunch, children are able to choose quiet experiences and there was a large selection of therapeutic resources to assist the children to relax. A couch and large cushions were available if the children wanted to sit or lay down. The principal stated that if a child required a sleep, spaces are available for this to occur and the parents would be contacted.

Children were observed demonstrating a sense of belonging and comfort in their environment seeking comfort and assistance from the educator when required. The need for privacy during toileting was respected and hand washing was an embedded practice after outside play and before meals. There were occasions when children were not observed washing their hands after nose blowing and this was discussed with the educator. Posters are present in the room to promote ‘Catch it, bin it, kill it’ and the educator stated that she would utilise these to promote the importance of

hand washing with the children.

Information about children's health needs is gathered during the enrolment process; the CPC currently has no children requiring health care plans or medication and there are no children attending the school at risk from anaphylaxis. The principal stated that if medication was required, it would be stored in a locked cupboard in the preschool classroom. The educator has current approved first aid, asthma and anaphylaxis training. A first aid kit was available in the classroom. Medication, illness, health and safety information and policies are available in the policy folder and parent handbook. The CPC notifies all families of any outbreaks of contagious diseases with displays of symptoms and exclusion periods taken from the guidelines in *'You've got what?'* This information is also available in the parent handbook and on the website.

Processes are in place to manage children's injuries and illnesses. All accidents are recorded and the parents are informed. A report is made through the department's Incident and Response Management System (IRMS) by the principal.

The CPC has a 'Healthy food supply and nutrition' policy and this can be found in the policy folder and on the school website. The CPC is guided by the Rite Bite guidelines and the educator was heard talking to children about ensuring that they ate their rainbow fruit first at snack time. There was evidence throughout the floor book and portfolios which showed how experiences using coloured foods had encouraged children to see and try foods for the first time. Cooking experiences occur regularly with food that is grown and harvested from the garden.

A range of equipment for physical play was readily available for children. During the assessment and rating visit, children were observed participating in planned and spontaneous physical experiences in the outside area including running, climbing and balancing. Children could choose to be inside or outside, although this would happen as a group due to being a single educator service. Conversations with the educator and principal confirmed that if a child did not want to go with the group, they would be effectively supervised by the principal to ensure that their choice was respected. The educator described how the program provides flexibility and this routine appears to be familiar as all children decided to be in or out together throughout the day.

The program enabled children to have frequent opportunities to engage in active play. As discussed in Quality Area 1, the children's current interests are 'Ninja Warriors' and they have created an obstacle course to challenge themselves using the fixed play equipment and loose parts. The children were observed rearranging the equipment to suit their needs throughout the day. A fitness session is planned every morning to coincide with the toilet break before snack time. The principal discussed how the preschool children are involved in whole school activities including sports day, basketball visits, Footy Colours day and the Premiers Be Active Challenge.

In the outdoor learning environment, children have access to a large sandpit, grassed and bark areas, mud play, exploring through bushes and spaces to ride bikes. A variety of loose parts, climbing frames, swings, planks, crates and slides were available.

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

Standard 2.2 is rated

Meeting NQS

Evidence for Standard 2.2

Children were effectively supervised at all times. During the assessment and rating visit, the educator was observed placing herself in positions where they could see and react quickly if needed. During outdoor play, the children were observed engaged in risky play and the educator was close by to ensure their safety at all times.

The Quality Improvement Plan (QIP) mentions how the principal follows the department's Safety Task and Action Reporting (STAR) process which ensures that relevant health and safety requirements are achieved with a number of tasks completed each term.

The CPC has a first aid kit in the classroom, with the educator having approved first aid, anaphylaxis and asthma qualifications. The CPC has numerous policies to ensure each child is protected. Copies of policies are available in the policy folder.

Risk assessments are completed when a potential risks has been identified. The educator was observed talking with children throughout the day about their safety when they were engaged playing on the obstacle course. During discussions, it was evident that the educator encourages children to take ownership of the risks and documentation was sighted showing how children have been involved in risk assessing experiences such as the obstacle course and the campfire.

Fire extinguishers were available in the CPC and were checked regularly. All electrical appliances were tagged and tested. Floor plans of the school and evacuation procedures are displayed at each exit and evacuation and invacuation drills are practiced in conjunction with the school every term and documented. The CFS attends the service in Term 4 to review the bush fire policy as the CPC is situated in a category one area.

All educators have completed Responding to Abuse and Neglect (RAN) training and the preschool and junior primary class combine weekly to participate in the Keeping Safe child protection curriculum.

Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

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

No

Quality Area 2 is rated

Meeting NQS

Quality Area 3 – Physical environment

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

Demonstration of Exceeding themes for Standard 3.1

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

Standard 3.1 is rated

Meeting NQS

Evidence for Standard 3.1

The CPC provides a rich and stimulating learning environment indoors and outdoors. The preschool classroom is well resourced with a range of open-ended resources and equipment available for the children to make choices and engage in self-initiated play.

All premises, furniture and equipment are safe, clean and well maintained and enhance the learning environment for children. The CPC has a designated classroom and outdoor learning area. Within the indoor environment, the educator has designed learning areas that are inviting and accessible to all children. The layout of the activities ensured that there are areas for quiet working, dramatic play, craft and group experiences. The quiet areas included spaces for reading, puzzles and construction. The craft area included self-initiated and planned experiences and the dramatic play spaces were equipped with numerous resources for open-ended play. Furniture and shelving in the CPC were age-appropriate allowing children to access them independently.

As mentioned in standard 1.1, access to the toilets is restricted due to them being away from the classroom and requires all children to attend together. The educator has developed set times for the children to access the toilets and it was evident that this is a familiar routine and during end of day discussions, the principal stated that she was always available to assist with these routines in order to alleviate the disruption to children's play.

The large outdoor environment allowed for small and large group play and areas of quiet reflection. There were large spaces which allowed for a diverse range of experiences to be set up for children, including an obstacle course, as well as allocated swinging, climbing, slide, balancing, mud pit, sandpit and grassed areas.

The CPC has an external cleaner who comes at the end of each day. The educator was observed cleaning the CPC throughout the day in order to maintain a clean environment and resetting

experiences. Children were encouraged to assist and were observed helping to pack up resources. Maintenance is logged and dealt with through the school.

Facilities are designed to ensure active participation by every child in the CPC. The educator discussed that although the program had routine indoor and outdoor times, this was very flexible and she was guided by the needs and requests of the children.

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	Yes

Standard 3.2 is rated

Meeting NQS

Evidence for Standard 3.2

The indoor environment, as discussed in standard 3.1, enables children to choose to work individually or in groups. The children have the choice of a large variety of resources in all areas and there is also a large storeroom containing extra materials. The environment was inclusive and welcoming and different learning areas have been developed to offer children a wide range of experiences, based on their interests and developmental needs. A rest area with a couch and cushions is available and children were observed sitting here looking at books.

There were many natural elements in the outdoor environments including trees, shrubs and bushes, troughs with plants, sand, mud, logs and bark chips. Indoor natural elements included wooden equipment and furniture and a range of natural resources such as plants, seed pods and baskets.

Every child was engaged in quality learning experiences throughout the assessment and rating visit which promoted self-initiated play and exploration. This was evident to the authorised officer when a child was building houses with Lego. He began to measure the buildings with a ruler which he had brought from home. The educator prompted further learning by introducing different maths concepts to him. For example, she asked questions including 'Which house is the tallest?' and 'Which building is wider?'

Sustainable practices are embedded in the preschool program. Examples of how the educator supports the children to be environmentally responsible include:

- recycling and general waste bins in the classroom
- 10cent bottle recycle bin in the outdoor eating space
- donations of natural loose parts from the community and families
- use of wooden resources

- use of bore and rain water
- vegetable gardens and fruit trees
- care of animals
- use of compost/calf food bin.

Recycled packaging is donated by families and used by the children for construction and craft experiences. The CPC has raised vegetable gardens where there are currently herbs and flowers growing. The educator discussed how the children have harvested the vegetables and used them in cooking experiences.

The CPC is a part of a Future Pathways Project which involves local experts attending the service and sharing their skills and knowledge. For example, when the garden beds were being constructed, community and families joined together with the children to help plan, prepare and plant.

Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

QA3 Compliance Notes

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

No

Quality Area 3 is rated

Meeting NQS

Quality Area 4 – Staffing arrangements

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

Demonstration of Exceeding themes for Standard 4.1

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

Standard 4.1 is rated

Meeting NQS

Evidence for Standard 4.1

The CPC currently operates with a single educator who is an Early Childhood teacher. Additional staff are always available to support the educator and this was observed on the day of the assessment and rating visit when an SSO supervised the children during recess to enable the educator to take a break. The principal was also observed checking in with the educator and this was confirmed as an embedded practice.

The organisation of educators, including lunch cover and relief staff, across the CPC supports all children to have opportunities to engage in meaningful learning and interactions with educators with whom they are familiar and comfortable. The educator was available and responsive to children and supported quality experiences and adequate supervision at all times.

The principal stated that many of the educators have been with the school for a long period of time. Children experience continuity of educators throughout their time at the school. Playgroup is held in the CPC room and is facilitated by an SSO. The children in CPC have access to the whole school and are therefore familiar with all staff. A close relationship has been developed with the junior primary teacher which enables transitions to run smoothly.

During the assessment and rating visit, the educator-to-child ratio was meeting minimum regulatory requirements and the educator held approved qualifications. The educator was observed being actively involved in routines and experiences, with discussions confirming that they have a comprehensive understanding of the children's culture, strengths and interests.

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 4.2 is rated **Exceeding NQS**

Evidence for Standard 4.2

The QIP states that the department's *Code of Ethics* and whole school philosophy guide the educator's practices. Respectful interactions and communication between educators throughout the school were consistently observed during the assessment and rating visit. It was observed that educators were supportive of each other and had clearly established positive working relationships utilising each other's skills and strengths. The principal and educator described how the junior primary teacher works closely with the CPC and both teachers attend professional development sessions and are currently working on a STEM project together. The QIP also noted that 'The Kongorong staff are committed critical thinkers and engage in a culture of inquiry and continued improvement.' This was evident during the assessment and rating visit.

The educator appeared attuned to all children and to other staff members and this enabled routines and transition times to run seamlessly. At lunchtime, educators worked seamlessly together to complete supervision and key routines. For example, one educator placed covers on the outdoor tables, whilst the other supervised the children when they were hand washing.

The early years team consisting of the CPC teacher, junior primary teacher and principal, meet three times per term and these meetings provide opportunities to discuss and reflect on practices within the CPC, as well as to share any professional development information and new ideas. The educator also attends school-based preschool hub group meetings where she is able to share ideas and reflect on her practice.

The educator is a positive role-model for the children as she consistently demonstrated respect and team spirit. Throughout the visit, it was evident that all staff at the school are aware of each other's roles and recognise each other's skills and expertise and how they work together to promote a positive attitude within the school for each other, the children and their families.

Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.1 is rated

Exceeding NQS

Evidence for Standard 5.1

Interactions with each child are consistently warm and responsive. Children are greeted by name when they arrive at the CPC and the educator was observed engaging in respectful conversations with both the children and their families.

All children are respected and given individual attention and this was evident when the educator was consistently observed engaging in meaningful discussions with the children throughout the day. For example, the educator sat with a child who was talking about his farm and was creating Lego buildings to house his hay bales and keep his cows safe. She engaged in open-ended questioning about what he was designing and what happened at his home. The educator also discussed how a child had approached her for a cuddle after lunch as he wanted reassurance from her. Throughout the day, the educator was heard offering assistance and advice for children to be able to attempt tasks on their own. For example, when a child was trying to climb the frame, the educator stood close by and made suggestions as to where the child needed to place his hands and feet to enable him to navigate the frame safely. The child smiled widely as he followed her instructions and climbed successfully over the top. The educator acknowledged his efforts by saying that he had persisted and listened well.

There were many examples of the educator involving all the children in the program. In portfolios, there was photographic evidence of children participating in planned and spontaneous experiences.

Children were able to choose resources and participate in a learning environment which promoted security and belonging. For example, children offered to help the educator set the tables for lunch; the educator responded positively and the children helped put the covers on the table. Routines were seamless and children showed confidence in the environment.

The educator is a positive role-model, showing respect and dignity towards the children. She

acknowledged children's feelings and choices; an upset child was calmed and reassured and calm, respectful tones and language were heard.

Evidence showed that the educator has reflected on her interactions with children across the service, with the principal discussing how they used the Reflect, Respect, Relate document to guide their practices. As mentioned in standard 1.3, the educator has reflected on ways to document children's learning, including the use of the learning sprint canvas which has provided opportunities for her to further enhance children's 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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 5.2 is rated

Exceeding NQS

Evidence for Standard 5.2

Throughout the assessment and rating visit, children were consistently observed by the authorised officer initiating meaningful conversations with the educators and their peers and collaborative learning opportunities were effectively facilitated. This was evident when children were engaged in dramatic play, working together with construction materials and taking turns to use the obstacle course. During the afternoon session, two children were 'having dinner'. One child was cooking and the other was looking after the baby. There was lots of discussion about what they wanted to eat, how long things would take to cook and what the baby could and could not eat.

Children were observed throughout the assessment and rating visit helping each other and assisting each other with tasks. For example, a Lego table had been set up in the middle of the room. All children were observed accessing this experience throughout the day; they worked collaboratively to build structures including houses and farm buildings. The educator acknowledged a child using good manners as he asked another child to pass him a piece of fencing. Whilst outside, children were observed working together to create additional challenges on the obstacle course. They were seen carrying planks and heavier items together and negotiating where to put different resources. When all children lined up to climb the steep plank, they all cheered and encouraged each other as they attempted to get to the top.

Behaviour guidance information can be found in a behaviour management policy which is available in the policy folder and on the website. During the assessment and rating visit, all children were engaged in their play and no behaviour guidance was required. At one stage, two children were discussing using the same pieces of Lego; one child suggested making two different houses instead of trying to use just one and the other child smiled and agreed.

The educator was observed confidently and effectively facilitating cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child was consistently supported to collaborate, learn from and help others.

The early years team reflects together to facilitate collaborative learning opportunities and behaviour guidance strategies.

The educator reflects and draws on the voices, priorities and strengths of the children and families at the service and ensures that there is a culture of inclusiveness and sense of belonging at the service. This was evident through the sharing of information with support services and families to ensure consistent practices and the use of verbal and non-verbal cues throughout the day to guide children's learning and routines.

Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

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

No

Quality Area 5 is rated

Exceeding 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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.1 is rated

Exceeding NQS

Evidence for Standard 6.1

It was evident that the educator engages collaboratively and respectfully with families from enrolment to learn about their expertise, culture, values and beliefs for their child's learning and well-being. Communication, consultation and collaboration support all families throughout the CPC. Families were observed being greeted warmly on arrival and information was shared at drop off and pick up times regarding the child's day.

The principal discussed and the QIP outlines an effective enrolment process which includes:

- families are taken on a tour with the educator and school captains
- an information pack is given
- a meeting is arranged with the educator to go through the paperwork and answer questions regarding the preschool program
- families are encouraged to participate in playgroup 'Come and play' sessions as a part of the transition process
- a survey is sent to families at the beginning of the year to gather information on their child's interests and family/friends networks.

A parent information book provides information on staff, policies, grievance processes and parental involvement and is part of the enrolment pack; this can also be accessed on the school website.

Families have opportunities and are actively encouraged to be involved in service decisions. Families can contribute to service decisions by participating in various rosters, having conversations with the

educators, providing feedback to service surveys and be involved in reviewing policies and the QIP. Parents are actively encouraged to join the governing council which meets twice per term.

As stated in standard 1.3, families are able to share in decision making about their child's learning in a number of different ways. These include family surveys, along with interviews and feedback on their child's statements of learning.

The school website contains parent information such as the parent information book and policies, along with weekly newsletters. The newsletters contain community information along with a reflection on school and CPC activities.

Families are able to participate in the service program including opportunities to participate in cooking experiences, open mornings, assemblies and the future pathways project. Recent events have included a Mother's Day high tea and a mini STEM expo.

Community information is available near the entrance to the classroom and includes a wide range of brochures and posters relating to parenting and family wellbeing, including information on dental health advice, literacy, volunteering, cybersmart guide and numerous Parenting SA guides. The educator stated that she is able to source additional information when required based on family needs.

The principal discussed how they reflect on community and family involvement and how it is vital through all stages; from playgroup, through preschool and into school. Ongoing engagement with families influences the design and delivery of the educational program and the preschool and junior primary teachers reflect on strategies and to support both classes.

Relationships with families reflect the unique geographical, cultural and community context of the service. The CPC is part of the Future Pathways Project which draws on local expert advice in topics which are shared throughout the program. For example, the floor book provided evidence of a gardening experience and an athletics expert participating in the program.

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	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

Standard 6.2 is rated

Exceeding NQS

Evidence for Standard 6.2

The CPC has well established links and has built effective relationships with a number of community organisations and agencies including the department's support agencies and CaFHS. In previous years, a department speech pathologist has worked with children attending the preschool and information has been shared with educators and families to ensure consistency. The service is currently waiting for the department to provide support for this year. Support is available for children with additional needs and during the assessment and rating visit, a child from the junior primary class was observed visiting the CPC with his support educator; all children welcomed him as he joined in play and it was evident that this child, along with the CPC children, felt secure in the environment.

There is a comprehensive transition program which promotes continuity of learning for children moving into the school. A playgroup is facilitated by an SSO and the preschool and junior primary classes are adjacent; the doors are open at the start of the day for children to play together. The classes also eat together at recess and lunchtime. Preschool children undertake library visits, school assemblies, child protection lessons and participate in athletics, along with engaging with a buddy in the junior primary class twice a term. During the assessment and rating visit, it was evident that all children were very confident to engage with children and teachers from the junior primary classroom. As mentioned in standard 1.3, statements of learning can be sent to the child's new school to assist with the transition process and during the first term at CPC, the educator will call the families to reassure and support them.

The CPC is a part of a department early years cluster group and this enables sites to work collaboratively on projects, share ideas and participate in joint professional learning opportunities. The early childhood leader visits the service once a term to offer support and share ideas. As mentioned in standard 4.2, the educator also attends school-based preschool hub group meetings where she is able to share ideas and reflect on her practice.

The QIP and documentation provided evidence showing that the CPC has well established, strong and ongoing relationships with their local community. They have been supported in their Future Pathways and loose parts projects with involvement from the following:

- CPC and school families
- the local Bunnings store
- Kongorong Progress Association
- Kongorong Sportsman's Club
- Elders
- Rural Traders
- South East vets
- Bio Gro
- community farmers
- Landmark
- Marigold.

Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

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

No

Quality Area 6 is rated

Exceeding 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	Yes
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

Standard 7.1 is rated

Meeting NQS

Evidence for Standard 7.1

The CPC has well established governance arrangements that contribute to the effective management of the service. The governing council meets twice a term and is composed of elected parents and a representative from the Parent Club, the CPC and staff. Parents are invited to participate in the governing council via the parent handbook, newsletters and through discussions. The governing council and Parent Club, with guidance and support from the school principal, are responsible for collaborating with staff and community in decision making, maintenance of the CPC, budgeting, fundraising, administrating finances and providing feedback into policy and philosophy development. The preschool teacher presents the principal with a report and all meetings are minuted.

The principal stated, and the QIP referenced, that there is a shared leadership approach where participation in decision making occurs with all children, staff, parents, governing council and CPC community.

Department processes are in place to support the service and the principal oversees the management of these. Current records and information are stored in locked filing cabinets in the school office and archived records are held in accordance with legislative and department requirements. All computers are password protected.

Effective administrative systems are in place to support effective service operation. The Early Years System (EYS) is maintained and up-to-date with children and staff records.

The principal is aware of notifying the Regulatory Authority for such things as serious incidents,

complaints and if there are changes to the service. This is done through IRMS.

Policies and procedures are in place to follow if the CPC receives a grievance with the focus on maintaining positive relationships. All grievances are treated confidentially and are dealt with in a timely manner. The CPC also has details of the department's grievance procedure and this is available for all families.

CPC practices are based on effectively documented policies and procedures that are readily available and are currently being reviewed. As discussed in standard 6.1, policies are reviewed by the educators, families and are then ratified by the governing council. Families are given the opportunity to review policies and copies are available in a folder and in the information booklet.

A staff handbook contains information regarding the CPC, health and safety procedures and policies for new educators and volunteers; this, along with the induction process, is currently under review. Induction of new educators is comprehensive and contributes to sustained quality relationships.

The CPC philosophy is reviewed regularly by children, educators, families and the governing council and it is used to guide educator practices. The statement encompasses the school values and a copy is displayed in the CPC and in the QIP. During the assessment and rating visit, educator practices were consistent with the statements outlined in the philosophy. For example, the philosophy states that 'In the early years we value the children's own interests and we extend and develop this through play and inquiry.' As discussed in previous standards, there were many examples of this being evident on the day of the assessment and rating visit.

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

Demonstration of Exceeding themes for Standard 7.2

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

Standard 7.2 is rated

Meeting NQS

Evidence for Standard 7.2

As discussed in standard 4.1, the early years team consists of the preschool teacher, the junior primary teacher and the principal. This team meets three times a term to reflect on curriculum and educational programs for individuals and groups. They also reflect on learning stories and future planning. The principal is the educational leader and leads the development of the educational program and assessment and planning cycle. A staff meeting occurs once a week

The CPC has a QIP which is reviewed regularly and is available for all families to access. The QIP is comprehensive and the principal discussed that they are all involved with updating and reflection, normally during staff meetings, where achievable long and short term goals are set. The department's Reflect, Respect, Relate (RRR) document is used for educator self-assessment and to reflect on practice.

The principal discussed that she meets with the educator to undertake a formal performance evaluation once a term. Goals are developed that are linked to personal goals, the educator's pedagogy and practices which are aligned with the QIP. Discussions occur regarding professional development needs and an individual plan is documented and reviewed each meeting. The principal stated that she is always available to chat, share and reflect.

Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

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	Exceeding NQS
Quality Area 6 is rated	Exceeding NQS
Quality Area 7 is rated	Meeting NQS
Overall rating	Meeting NQS

Minor adjustment notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7

Quality improvement plan notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7

Compliance notes summary

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7