



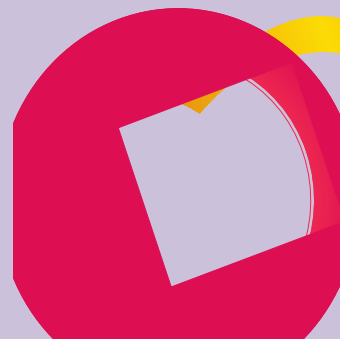
Glen Iris Childcare Centre & Kindergarten

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Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

National Quality Standard

Last updated April 2025

Service details

Service name		Service approval number	
Glen Iris Childcare Centre & Kindergarten		SE-400002512	
Primary contacts at service			
Sally Gedye - Centre Director/Nominated Supervisor		Melissa Davie – Centre Director	
Physical location of service		Physical location contact details	
Street	330-332 Warrigal Road	Telephone	(03) 9889 8396
Suburb	Glen Iris	Mobile	
State/territory	VIC	Fax	
Postcode	3146	Email	gleniriscce@bigpond.com
Approved Provider		Nominated Supervisor	
Primary contact	Colin Sann	Name	Sally Gedye
Telephone	0419 307 365	Telephone	(03) 9889 8396
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Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Jezza Reyes		
Telephone	(03) 9889 8396		
Email	gleniriscce@bigpond.com		

Additional information about your service

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

We have a carpark that families and visitors are encouraged to park in, which is located on Liston Street. The centre is only closed on weekends and Victorian Gazetted public holidays.
How are the children grouped at your service? We have 4 rooms in our service; Babies: ages 6 weeks to 18 months: with a maximum of 12 children Toddlers: ages 18 months to 3 years: with a maximum of 16 children Kinder 3: ages 3-4 years old: with a maximum of 27 children: Funded 3 year old Kindergarten program Kinder 4: ages 4-6 years old: with a maximum of 27 children: Funded 4 year old Kindergarten program
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor) Sally Gedye, Nominated Supervisor Melissa Davie, Centre Director Jezza Reyes, Educational Leader

Service statement of philosophy

Play Based Learning Program

We believe that play is a vital component in the development of all children which is why we follow a play based learning program. The implementation of an indoor/outdoor program has given children the freedom to decide where they wish to play regardless of weather. We value outdoor play and think of our indoor and outdoor environments as one whole space rather than separate areas. Through the provision of a wide range of materials, children have the opportunity to explore and extend on their learning and experiences. We believe in letting the children play without interruption from adults and encourage them to take risks and make their own choices.

High Expectations for Children

We pride ourselves on having high expectations on what children can achieve. Every child at the centre is viewed as a capable and active contributor to their own learning. We allow children to make choices and inspire them to engage in risky play. Children are provided with many opportunities to demonstrate their independence and are encouraged to further extend on their skills throughout their day. We allow the children to regulate their own play while also encouraging them to respect their environment and others.

Inclusive Environment

We respect all cultures and believe in unity and diversity. The centre challenges stereotypes surrounding gender bias, culture, age and ability. We believe that the cultural blend of families in our community has a positive effect on our centre via the opportunity to explore these cultures through experiences and celebrations. Our team is committed to providing an environment that is inclusive for every child and family at the centre.

High Quality Relationships

The development of high quality relationships with children and families is of the utmost importance at our centre. We aim to provide a home-like environment that is warm, friendly and nurturing. Educators work closely with families to foster collaborative relationships that will assist children to achieve quality outcomes. We believe that a working partnership between families and educators is beneficial to the ongoing development of each child. Families are encouraged to be involved in all aspects of the centre's operations and are invited to participate in all events. We endeavour to act on concerns raised by families quickly and efficiently, and aim to keep the lines of communication open and honest.

Committed Educators

We are proud to provide warm, affectionate, dedicated and compassionate educators who are available to children & families when required. We feel that our team is one big, happy family who are devoted to continuously evolving in the early childhood field. All of our educators work collaboratively to improve practice and relationships through reflection and professional development. They are excited and open to change, show a thirst for knowledge, and are proactive in providing children with engaging play spaces. The relationships we foster with our families is of the highest priority.

Connected to the World

Our centre is committed to embedding sustainability within our daily practices. We encourage children to be environmentally responsible and engage them in many sustainable practices such as recycling and maintaining edible gardens. We provide play environments, both indoors and out, that allow children to explore a multitude of natural materials. We aspire to build many meaningful relationships within our local community and regularly utilise the use of Seesaw as a more sustainable and effective way of staying connected with our families.

Updated April 2025

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>Educators ensure that the play-based curriculum they are providing covers all developmental outcomes and encourages children to reach their full potential. Through the use of a variety of observation mediums, educators provide programs that contribute to each child's learning and development. Families are provided with opportunities to give feedback regarding the program, routines and centre operations. Educators speak directly to families regarding all areas of their child's development.</p> <p>Educators record observations to seek information about each child's areas of interest. These interests are used to build upon current skills, are the foundations for planning, and are assessed and modified as required. Educators provide a mix of child-led experiences and intentional teaching activities in their programs. Families are provided with 'child profile' forms upon commencement at the centre so educators can begin familiarising themselves with the interests, culture and abilities of the child. Older children are given the opportunity to discuss with educators what they would like provided in the daily program, thus promoting the child's sense of agency. The centre encourages all educators to contribute to children's documentation of learning. We have a "Family Input" sheet that can be completed by families, or educators through conversations with families, about what they have been up to on the weekends. This ensures we are able to extend on the children's current interests and extend on their continuity of learning.</p> <p>Each child has their own clearly labelled portfolio that is continually updated throughout the year. Families are encouraged to view their child's portfolio at any time and add to it, or provide feedback if they wish. Portfolios can contain a mixture of observations, artwork, and photographs, shared stories, and input from families. The centre hosts family/educator interviews in June each year for our Kinder 4 children, since the COVID lockdowns and in consultation with families, this practice has been updated to Zoom or phone meetings, not just the standard face-to-face – which has made attending these interviews easier for families. Having family/educators meetings, allows families the opportunity to discuss their child's development and School readiness with their child's Kindergarten Teacher.</p> <p>Each room follows a flexible indoor/outdoor program and educators ensure that each child's needs are being fulfilled throughout the day. Room routines are flexible and are organised in a way that provides children with long periods of play, as well as periods of rest. Children are encouraged to participate in group experiences and help educators with daily tasks, but are given the opportunity to keep playing if they wish to do so. One-on-one, small group and whole group play experiences are encouraged throughout the day to provide children with collaborative learning opportunities. Room programs include all developmental areas and allow children multiple opportunities to maximise their learning. Educators encourage children to do things themselves during experiences and routines, to promote children's self-help skills and confidence. Educators regularly collaborate with each other to brainstorm new ways to promote self-help.</p> <p>Each room follows a continuous and ongoing planning cycle of; observing the children, analysing the learning, planning for further learning, implementing and reflecting. Room leaders utilise information recorded on plans and observations to write up a program and provide experiences for the children. The children progress through each room at their own pace according to their age, development and willingness to transition.</p>
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Planning is completed on room iPads to ensure sustainability, however we do keep a hard copy of children's observations at the end of each year, printing is tried to be kept to a minimum. The centre has Wi-Fi throughout the entire service so educators can access the internet at all times for planning purposes and teaching moments.

The educators at the centre collaborate regularly at team meetings to work towards continuously improving centre policies, procedures and practices. Every room has a reflection book to critically reflect centre operations and the room practises. Our centre's educational leader works closely with room leaders and assistants to ensure that everyone is providing high quality programs and documentation for each individual child.

We asked families and children to describe the centres Educational Program and Practice and this is what they said;

- My child loves the engaging activities provided at the centre
- The Kinder 4 children said, "it's fun, we like cooking ANZAC cookies and making the bubble towers"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Programs (Wall plans) are displayed in rooms at all times
- Educators connect children's learning and experiences with the VEYLDF (on Seesaw posts and in observations)
- Educators set up activities based on children's interests and culture (Farm animals, cars, Chinese words on display in the room)
- Educators use conversations and observations to extend and develop the children's ideas and interests (communicating with children whilst doing an activity)
- Educators use observations to extend and assess the learning and development of each child in the room

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

Notes:

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Educators connect the children’s learning and development with the VEYLDF, linking VEYLDF in all observations and daily Seesaw posts. • Educators implement/setting up activities in accordance with the children’s knowledge, culture and interests (observed in farm animal learning spaces, Chinese words written around the room, car play opportunities). • The program is altered to meet the needs of all children within the service, with the children’s age ranges, needs, goals and developmental levels all being taken into account. Experiences are extended on to improve the continuity of the children’s learning. When reflecting on the program, and improvement is required, these areas are discussed and focused on to ensure appropriate changes are being made. • The Educational Leader, with the assistance of the Director (when required), assists and supports all Educators to feel confident and provide feedback and opportunity for growth.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Through monthly evaluations the Educational Leader helps all Educators reflect on their programming practises • Through monthly programming reflections, Educators are reflecting on their rooms program to ensure best practices are being used at all times.
3. Practice is shaped by meaningful engagement with families, and/or community	<ul style="list-style-type: none"> • When a family enrolls at the centre, information is gathered about each family and child through the use of enrolment forms and child profile forms. Orientation sessions offer families and Educators the opportunity to get to know each other and gain integral knowledge that will further support their child’s learning journey in the centre. • Child-initiated experiences are valued within the service and are extended upon where possible. • Communication with families is kept open at all times •

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

Notes:

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

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

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

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none"> • Educators ensure the room is organised in ways that will support and enrich the children’s learning, as well as encourage their independent skills (for example; scraping/washing their bowls after lunch, packing up their beds at rest time, wiping their own noses, having access to their own drink bottles). • Educators implement activities that are purposeful with intentional teaching (for example; Science week, NAIDOC week, chicken hatching program and National Sea Week). • Educators utilize their conversations and observations of children to further extend and develop the children’s ideas and interests. • Children are enabled with their sense of agency in everyday routines by Educators giving choices and countdowns/preparations for transitions.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Through conversations with fellows Educators, the team is constantly reflecting on ways to improve children’s learning during routine times; for example children scraping and washing their own bowls after lunch, practicing packing up their own beds after rest time.
3. Practice is shaped by meaningful engagement with families, and/or community	

Key improvements sought for Quality Area 1

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2 Each child's learning and development is assessed or evaluated as part of ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	We identified this as an area that requires improvement, with specific emphasis on a variety of observation methods used for the children. It was noticed during our self-reflection process and monthly program checks from the Educational Leader, we could improve on this.	We are seeking to have Educators to practice using different methods of observation (for example; snapshots, developmental summary, artwork or transitioning forms.	H	Encourage and support Educators to understand different methods of observation. Give examples and resources. Monthly checks of portfolios by the Educational Leader and/or the Director.	When the children's portfolios display different varieties of Observations throughout the year.	July 31 st , 2025	Staff meeting minutes March 2025. Sending Educators resources/examples of different observation techniques Program and journal checks by Educational Leader. Staff discuss in their rooms about documenting room meetings. On track for completion by July 31 st , 2025
1.3.2 Critical reflection on children's learning and development, both as individuals and in groups,	In a recent self-assessment, the centre noticed that there is not enough documented critical reflection. When asked questions, Educators could explain how they were critically	Document the centre's critical reflection processes in both the programming and as individuals/in groups.	H	Provide each Educator with their own Reflection book. Encourage and support all Educators to be documenting their reflections on a weekly basis. Weekly/fortnightly checks and check-ins by	Having all Educators (including management), document their critical reflections every week and this to be embedded into our practices.	Ongoing	Giving Educators their own reflection book, whilst discussing how to use it. Send Educators some critical reflection questions/examples to help aide their progress. As the individual reflective journals have just started, we will need

drives program planning and implement ation	reflecting in their everyday practice through conversations with each other, families, children, management and in their programming – it is just not being documented as proof.			the Educational Leader and/or Director			to closely monitor the progress and use of these to ensure they are embedded into our everyday routines.

Quality Area 2: Children's Health and Safety

Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	<p>All children are given the opportunity for rest or sleep throughout the day. Educators provide children with a tranquil sleeping/resting environment complete with relaxing music and dimmed lighting. Children that do not wish to sleep are offered quiet activities to relax and recharge their batteries. Educators provide children with active and passive play areas so children have the opportunity to relax during the day.</p> <p>The centre adheres to the highest infection control standards. Families are notified when an infection/illness is prevalent at the centre. Children are excluded from the centre when symptoms of an infectious disease or illness begin. Appropriate authorities are informed if there is an outbreak of an infectious disease. Unwell children are given the opportunity to rest. Educators maintain a clean environment and follow appropriate cleaning procedures. Children are encouraged to wash their hands many times throughout the day and are educated to cover their mouths when they cough & sneeze, and get a tissue when they have a runny nose.</p> <p>The centre provides a varied, nutritious menu that covers all allergies and dietary requirements. The menu includes a large range of fresh fruit and vegetables daily and is made up of many multicultural influences from our families and educators at the centres. Healthy eating is promoted regularly in newsletter and throughout the day during meal times. Families are encouraged to provide healthy foods at home through displays in the foyer and reading material available to them, as well as in the centre newsletter and email communication. In December, Kinder 4 children are invited to bring in their lunch boxes for lunch and snack times. This provides families the opportunity to get ready for school next year and encourages the discussion of healthy food choices with the children and sustainable packaging choices, also, with parents. Educators include a variety of planned and spontaneous physically active experiences in their programs regularly. Educators provide outdoor, active play experiences inside, and indoor passive experiences outside.</p> <p>Children with allergies, food sensitivities and cultural preferences are catered for daily. Children with allergies and medical conditions that are life threatening or need medication are required to have action plans at the centre that have been completed by a medical practitioner. The centre Director, along with Room Leaders, conduct monthly checks to ensure that all action plans and medications are current, in date and is available in the child's room. Children with allergies and medical conditions also have risk minimisation plans that are completed in consultation with families. If a child at the centre is diagnosed with anaphylaxis, the Director provides the family with the anaphylaxis procedure and works together with them to complete all relevant documentation. To decrease the risk of an allergic reaction, the centre has a "No Food from Home policy", this way we know exactly what is being given to all children and reduces the risk of cross-contamination. We also do not feed any child, mainly babies, with food they have not tried before. This minimizes the risk of allergic reactions occurring at the centre.</p> <p>The centre utilises safety checklists on a regular basis to ensure that educators, families and children are protected from harm at all times. The centre's Health and Wellbeing team ensures all educators are educated in correct safety practices. Educators abide by child</p>
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care ratios as per the children's services regulations to ensure adequate supervision of all children at all times. Educators store medication in an "Allergy buddy bag", or in the kitchen cupboard, or refrigerator in the kitchen. No medication is left in children's bags, which lowers the risk of children taking medication that does not belong to them. Chemicals are stored in cupboards and rooms that are not accessible by the children. The play rooms in the centre use suitable child care chemicals only. Educators ensure that all incident and medication documents are completed properly and with notifying the current "responsible person" of the centre.

Families are notified when a child has a head injury or becomes very unwell via telephone. When a child requires an incident report to be completed, the Director or responsible person is notified and acknowledges the notification by signing the incident report. All educators have undertaken first aid HLTAID0012 training to ensure they have up-to-date knowledge on how to deal with First Aid emergencies. This certificate also incorporates Anaphylaxis and Asthma training. Annual updates for CPR and Epi-pen training are required to be completed by all staff.

The centre practices emergency evacuation drills on a regular basis (every three months). These drills are a combination of evacuations and lockdowns.

All educators at Glen Iris Childcare & Kindergarten are trained in child protection via a training package from the DET. The centre encourages educators to approach the Director with any issues regarding children in our care, and together, we work out plans of action. In the past, educators have kept documented logs on certain children they had concerns about to ensure the centre had appropriate documentation if it was needed.

We asked families, Educators and children to describe the centres practice on Children's Health and safety, and this is what they said;

- The centre always informs families as soon as practicable when a health outbreak has occurred at the centre
- We call families as soon as possible to inform if their child is unwell or has hurt themselves (especially if the incident is above the shoulders)
- Kinder 4 children said, "the toys are clean and we get Teachers to help us learn to wipe our noses"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Centre ensures all children with allergies and dietary requirements (cultural or preferential) are followed
- Educators use gloves when applying sunscreen, helping children wipe their noses, serving food, changing nappies

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation	It was identified that the centre could provide more obvious "calming areas" for the children. Provide a more obvious space in each room for quiet, passive play.	Have dedicated and obvious "Calm Areas" in each room, to provide further opportunities for each child to have a quiet area to play.	H	Allow Room Leaders time to set up their rooms with adequate play spaces.	Being able to visibly see designated calming areas in each room. Children taking the opportunities to use these areas to assist with their sense of agency throughout the day.	31 st May 2025	<ul style="list-style-type: none"> Discussed at staff meeting in March 2025 Materials purchased and handed to rooms to aide with the development of these designated areas.

Quality Area 3: Physical environment

Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<p>All spaces, equipment, facilities and resources at the centre are suitable for their purpose. Educators also utilise checklists to ensure their rooms, yards and equipment are safe, and regularly cleaned and maintained. The centre has regular access to a maintenance service that ensures all equipment is safe and in working condition. The centre's grounds are maintained on a regular basis by a local gardening business.</p> <p>Each room in the service has their own yard which allow for all children to be outside at any time throughout the day. The centre provides children with access to both built and natural environments, indoors and out. The centre's outdoor spaces are surrounded by grassed and tanbark areas. The yards have sandpits which children access and engage in frequently. Educators have been focusing on gardening and the planting of vegetables and herbs in these outdoor spaces in all rooms, although we are currently in the process of updating these areas. Children are encouraged to take care of their garden with watering, harvesting and sustainable practices being the main focus. Educators work to plan areas in the outdoor spaces to utilize the natural materials at hand. Educators have been focusing on incorporating sustainable practices into daily routines and programs, collecting scraps for worm farm and emptying drink bottles in garden bed after lunch time. This topic is discussed regularly at meetings and educators have been actively researching new ideas to incorporate in the service.</p> <p>The centre's design allows for safe supervision, both indoors and outdoors. Where possible, we implement an indoor/outdoor program where possible so children can flow between both areas at their own choosing. Educators move throughout these spaces with the children to ensure adequate supervision at all times. The centre is easily accessible for adults and/or children in wheelchairs. The centre's indoor and outdoor layout provides ample space for children and families with additional needs to explore as required.</p> <p>The centre strives to provide multiples of the same resource to ensure the children are getting the most out of that particular experience. There are always plenty of materials provided in art and craft activities so no children are excluded or "miss out" on any experience. The centre provides resources for children of all the differing levels of ability. Resources are checked over regularly to ensure they are in good condition. Any worn or broken materials are replaced or set aside for repair.</p> <p>The implementation of a centre 'Green Team' program have brought lots of positive, sustainable changes. We have an ink recycle tub in the foyer where the centre and families can recycle their ink cartridges. We have a toothpaste, toothbrush recycle point where educators and families can put their empty and used toothbrushes and toothpaste, these will then be collected and re-used for Terra-cycle. We also have two council-provided recycling bins out the front. We encourage families to donate pre-loved items of clothing and resources to the centre and a Diabetes Victoria community donation bin at the front of our service where anyone in the area can make donations. Recently, in conjunction with our local 7-Eleven, we have become involved in the coffee cup recycle program – families, educators and visitors are encouraged to deposit their recyclable coffee cups in the deposit station located conveniently at the front entrance.</p>
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The director ensures that the hallway and foyer lights are turned off each day between 11am and 2pm, and the rooms have lights off, or dimmed lighting, during rest periods. We have solar panels installed on our roof and LED lights installed, which have greatly reduced our carbon footprint. Food scraps are given to our worm farm, located in the Kinder 4 yard. Leftover water from meal times is poured over garden beds, and children are encouraged to bring drink bottles each day, rather than using cups. We are currently growing our own apple trees and are redoing our garden beds to provide an updated edible garden. We have replaced paper towel with hand dryers in our staff bathrooms, but do still provide paper towel as an option, with the use of the hand dryers strongly encouraged.

We have cut back on non-essential printing by ensuring most documents that require printing are double-sided and encourage emailing over paper notifications. In line with this, important information is communicated to families and Educators via email rather than in printed form. We collate paper that is no longer needed and keep it in our scrap paper tray, beside the printer. This is used daily in the office. It is also used as drawing paper in the rooms. Occasionally it is shredded, and families are welcome to take bags of it home, or used in the centre's worm farm. When the centre receives unnecessary information via postal mail, the sender is contacted and asked to remove the centre from their mailing list. This has significantly reduced the amount of junk mail to nearly none that the centre receives.

We asked families, Educators and children to describe the centres Physical Environment and this is what they said;

- The centre is set up so it allows the children freedom of movement and promotes their sense of agency
- The Kinder 4 children said, "we can do quiet play and rest on our blankets at lunch"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Outdoor and indoor spaces are well-organised (for example; pictures are on baskets/tubs to show the toys that belong there and resources packed away in the sheds outdoors in Kinder 4 and Toddlers yards)
- The service environment is inclusive of all children and families cultures (for example; different languages and cultural posters on the walls, calendar of events that celebrates different cultural days)

Quality Area 4: Staffing arrangements

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	<p>The centre has at least one Educator that holds at least a Diploma of Early Childhood Education and Care in each of the 4 rooms daily. The qualified Teacher in the 3 and 4 year old Kinder rooms both have a Bachelor of Early Childhood Education and equivalent. The centre directors are both Diploma qualified. All educators at the centre have a minimum of a Certificate 3 qualification, with most of them working towards a Diploma or higher. The centre ensures that there is at least one qualified educator at the centre when opening and closing the centre, this person is deemed to be the responsible person until the centre Director or 2IC comes in to the centre, Educators know if they are the Responsible Person at this time and parents are informed on the whiteboard at the Office window. The roster is completed weekly with minimal changes but rotating shifts to provide a balance of fairness and requests ensuring continuity for Educators, children and families. The centre does not use agency staff, rather we employ our own pool of Casuals that are used on a regular basis to again provide continuity for children, families and Educators.</p> <p>Educators at the centre are provided with opportunities for professional development throughout the year to improve practice and relationships. All staff members are required to complete food safety, all about allergens and child protection online modules before commencing employment, with annual updates being required thereafter. Professional standards are reviewed and maintained through yearly appraisals. These appraisals provide opportunity for Management and Educators to discuss areas of strength and areas of improvement for each staff member, and a positive environment in which to encourage feedback. Positive interactions and relationships are maintained through regular communication, forward planning, and respect for one another. Throughout the day educators in each room will discuss ideas, questions and issues about the running of the room, problems with routines or child concerns. The rooms are encouraged to document these discussions in their reflective journals.</p> <p>All educators are aware of each other's strengths and skills and utilise each other's skills regularly throughout their day. We have developed some key roles for educators showing interest in certain areas, e.g. We have a Health and Wellbeing Team for educators interested in the improvement of health and safety practices at the centre for the children and the staff. We have a Green Team for those team members that are interested in improving sustainable practices at the centre. We also have an Emergency Management Team for those interested in improving the centres emergency procedures. Educators are encouraged to show respect towards all other educators. Any issues that may arise between educators are dealt with as soon as possible through small group and individual meetings. These meetings often give educators the opportunity to discuss what their issues are and to help clear the air in a safe and positive way. Educators guide one another, if needed, and help train new educators on centre practices and procedures.</p> <p>The first Friday of each month, Educators are invited to participate in "Educator wellbeing day". On this day educators can wear casual clothes, if they choose to participate they donate a gold coin to our "Royal Children's Hospital Appeal". The Health and Wellbeing Team make yummy platters for the staff to enjoy, and give games, colourings or different activities for staff to enjoy or peruse at their leisure on their breaks. The Health and Wellbeing team have made displays in the staff room and planning rooms that encourage staff to reflect. They are also on hand, should any staff require assistance and send emails with helpful resources.</p>
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The centre provides staff with monthly newsletters that concentrates on one focus area per month, for example behaviour management, active supervision, effective communication, QIP and the Assessment and Rating process, etc. The centre Director receives feedback from Educators on areas that they would like to deep dive on next, as well as through observation that have been made from around the centre.

We asked families, Educators and children to describe the centres Staffing Arrangements and this is what they said;

- Staff are present and there is a lot that have been there a long time
- Staff feel supported and happy to come to work
- The Kinder 4 children said, "The teachers are kind, nice and smart"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Centre uses own casual pool so children are familiar with all Educators in rooms.
- Educators spend time getting to know each other and the children and families in the centre
- We have 8 Educators that have been with the centre for over 5 years, 7 of which are permanent part-time Educators

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1 Managem ent, educators and staff work with mutual respect and collaborativ ely, and challenge and learn from each other, recognising each other's strengths and skills	Staff meetings are being used to air small grievances and "housekeeping". Not engaging nor informative.	Utilizing staff meetings as an opportunity for growth and learning. Collaborating with the team and use as an opportunity for professional development.	M	<p>Format staff meetings with different ideas for further professional development and collaboration</p> <p>Plan out staff meetings and ways to keep them engaging for staff</p> <p>Send emails to staff with centre updates/"housekeeping" things</p>	<p>More emails being sent to Educators.</p> <p>Feedback from staff about staff meetings</p>	Ongoing	<p>March 2025 staff meeting, staff broke off into pairs to discuss each Quality Area with strengths and improvements. Feedback from meeting showed staff found it engaging and exciting. Want more like it.</p> <p>Next planned meeting for May 2025, we are planning to discuss and work on ways to embed Aboriginal practices into the centre. We will watch a webinar either together or beforehand and then discuss ways to implement.</p>

Quality Area 5: Relationships with children

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

All children are given the opportunity and are encouraged to engage in one-on-one interactions with educators daily. These interactions are warm & trust building, with educators taking the time to interact respectfully and age appropriately with each child. Each child is given the opportunity to express their feelings, wants and needs with educators at all times. Educators extend conversations with children by asking open ended questions and responding in appropriate ways. Communication between educators and children is positive and they convey patience, respect and a genuine interest in what is being said. Educators consistently give attention to each child and assist children to become involved in experiences. If a child is distressed, educators communicate with the child and offer comfort and support for the child as needed, also allowing space if the child requires this. Children are shown that they are valued through all interactions. Educators interact with children in small groups regularly throughout the day, encouraging positive collaboration between children. Educators plan activities in accordance with the children's current interests and ideas, to further extend on the children's learning. When children communicate with Educators, educators spend the time engaging with them at their level, thus showing each child that their input is valued. Educators spend time getting to know the children; their likes/dislikes, interests, needs and developmental levels, so that each child feels valued and supported in their learning.

Educators display individual children's artwork and photos of all of the children in an aesthetically pleasing manner to show children that they are appreciated and to give each child a sense of belonging. When children with additional needs attend the centre they are included in the program and are given aids to encourage and strengthen their development. The centre works with Speech pathologists and Occupational Therapists to further support these children and provide continuity of their learning and development.

The centre provides a variety of artificial and natural resources to encourage cooperative play amongst children. Educators provide play experiences that encourage collaborative learning between small and large groups of children. Educators include themselves in play experiences to support play and teach children valuable skills, should any conflicts arise Educators empower children with helpful and encouraging language and strategies. Educators are encouraged to work together as a group to reach a goal, e.g. creating an open-ended art group mural. Educators provide indoor and outdoor play environments that encourage collaborative and solitary play. The centre knows that mealtimes are a great time for socialisation. Educators sit and interact positively with the children during meals and organise chairs and tables in a safe and attractive manner which allows children to talk amongst themselves. Educators regularly hold a whole group session where they tell stories, sing songs, and encourage discussion.

We asked families, Educators and children to describe the centres Relationships with Children and this is what they said;

- Staff spend time getting to know each child and support them in their achievements
- Staff are friendly and greet families and children at drop off and collection time – children are happy to go to staff
- The Kinder 4 children said, "Teachers help us be happy and are nice to us"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Educators encourage each child to help and look at each other's work when doing an activity
- Making sure the children have a sense of belonging in the centre by displaying all children's artwork, having photos of all children displayed around the centre, each child having their own labelled locker with nametag.
- Educators spend time getting to know each child and engage with them positively

Quality Area 6: Collaborative partnerships with families and communities

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>New families are invited to visit the centre at any time for a tour of our facility. The centre has an open-door policy which encourages families to visit when they are able to. Families are encouraged to go through the centre's orientation process with their child. In this process, they are welcome to come in 2 or 3 times, (more if required), and are encouraged to visit through all transition periods. Families are provided with a detailed enrolment pack prior to their first session and are given access to the family information area during orientation if they need a place to sit and relax. In these enrolment packs, families are asked to provide detailed information about their family and child, which helps the Educators get to know them better.</p> <p>Families are given opportunities to provide feedback regarding service decisions. We do acquire feedback throughout the year via email, in person and through cards at the end of the year. All families are encouraged and asked to comment on policies, procedures and service operations. Through the centre's open-door policy, families are encouraged to visit the service at any time to participate and enrich the centre programs. A calendar of events is comprised yearly which provides families with numerous opportunities to visit the centre and participate in these activities.</p> <p>Current information about the service is available to families in the form of newsletters, centre notices, regular emails, and calendar of events, daily information sheets and centre displays. Information regarding the centre philosophy, centre policies and procedures, and daily operations are available in the centre foyer, emailed to families and are also displayed throughout the centre.</p> <p>Current information about community services and resources that may be of interest, is available to families. Books, brochures, magazines and many other forms of written media are provided throughout the foyer for all families to utilise. Community services and events are regularly mentioned via email and displayed in the foyer.</p> <p>The centre collaborates with many different organisations and service providers to enhance children's learning and wellbeing. Early childhood intervention services are used as required to help provide additional support to families. The centre frequently liaises with our local inclusion support facilitator and Pre-School Field Officer to gain ideas, resources and support relating to children with additional needs. The four centres, owned by Trident Early Learning, all collaborate to work together and share their knowledge.</p> <p>School transition statements are completed by the centre's Kindergarten Teacher, usually at the end of Term 3 each year. These reports assist in making the transition to school easier for the child and family.</p> <p>Educators pass on any relevant information regarding the children in their care to continuing educators when their shift is ending. Children are assisted and supported when moving from room to room by educators. Children have transition visits to their new room as much as possible before moving up to the next age group, these transitions are not forced or rushed. Families are kept informed of this and are</p>
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included in the development of the transition process. The children progress through each room at their own pace according to their development and readiness to transition.

The centre recently found, through parent feedback, that families did not feel they were being communicated with effectively about their child's day. So the centre implemented "Communication Reports" in the Kinder rooms, so that those families were updated on their child's behaviour at the centre and how situations had been handled. Feedback received since implementing these reports has been positive, with families stating that it helps maintain consistency with their child.

Educators are aware of the process involved in accessing inclusion support assistance. The Director is aware of how to obtain help by contacting the local council's inclusion support facilitator or Pre-School Field Officer. This support is only sought when families have expressed their need for help and have given their approval. Forms are obtained and filled out by the family, director and inclusion support facilitator and then sent to the appropriate support agencies. Currently the centre is working with at least two children's Speech Pathologists and Occupational Therapists to assist in the continuity and involvement of all children in the program. The centre strongly encourages and supports working closely together with outside facilitators to provide continuity for children at the centre.

The children are involved with gardening, preparing the ground, planting seedlings, watering and caring for the growing plants. Then harvesting and discussing what food to make with the freshly grown plants. An example of this in action, the children have been eating the apples from our apple tree in the Kinder 4 yard. Each year we try to include different community organisations in our program. We have had visits from; dentists, local dance schools, a local animal farm, Happy Feet music and movement program, Kelly Sports, Police, ambulance and African drumming. The Happy Feet music program comes once a week, on a Tuesday, for our Kinder children. While Kelly sports attends every second Thursday.

The centre sends monthly newsletters from the office to both our current families and families on the waitlist. Each month the centre has a new focus area for the families to read about and families are encouraged to provide feedback. Any important updates about the centre, are emailed to families as soon as practicable, so families stay informed at all times about what is happening at the centre.

Any information about local events that come through via the council, local schools or local businesses is displayed in our "Community corner" and/or emailed on to our families. We have been participating, on a monthly basis, with the local libraries Aboriginal story time. This is conducted online and teaches the children about Aboriginal culture and language, we have also been passing on the link to all of our families, so children who do not attend the centre that day have to opportunity to engage with the program as well.

We asked families, Educators and children to describe the centres Partnerships with families and community and this is what they said;

- Centre supports collaboration with speech pathologists and Occupational Therapists
- The Kinder 4 children said, "Mum likes me coming here"

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- The centre engages with Boroondara library that provides an Aboriginal story time online viewing once a month
- The centre has had visits from the police, Dentist, our local Bunnings and dance instructors
- When families ask for assistance, the centre is very accommodating and helpful in providing support and/or resources (for examples; children's routines, behaviours, interests and transitioning)

- Families are informed immediately about and health concerns or outbreaks within the centre
- The centre celebrates many cultural days that are based on our families and Educators cultural backgrounds

Key improvements sought for Quality Area 6

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2 The expertise, culture, values and beliefs of families are respected and families share in the decision-making about their child's learning	During our self-assessment process and in collaboration with our families, we found that we could further excel with open and effective communicative measures together. Whilst families felt most of the Educators communicate well, they said some of our newer team could do better (particular in our Kinder rooms). Educators felt that we could have more documented parent input.	More open and effective communication strategies for families about their children Families to share their input with the centre about their child and their ideas	H	<ul style="list-style-type: none"> Have parent input sheets available in all rooms for families to contribute to Implement communication reports to provide family with feedback about their child's day – especially if it is incidents that occur that can be discussed between the child and their parents (implemented in Kinder 3 & 4 for now) Invite families to share a skill, or their job or spend some time to read a story with the children (this is an open invitation but we will request regularly) Create a feedback box, so families can anonymously share their thoughts and feedback with the centre's practices 	<ul style="list-style-type: none"> Have documented parent/family input in the program and running of the centre Have families spend time coming in to share their skills with the children on a regular basis Families feel supported and respected within the service 	Ongoing	<ul style="list-style-type: none"> Communication reports designed and implemented in both Kinder rooms on 7/3/25 Parent input sheets added to each room on 24/4/25 Feedback from families has been very positive about communication reports Message sent to families on Seesaw inviting families to come in to share their hobbies/skills/job with the children (sent on 24/4/25)
6.2.2 Effective partnership support children's	During the self-assessment process and whilst working on the centre's RAP – we	Aboriginal and Torres Strait Islander representation and education in the centre.	H	<ul style="list-style-type: none"> Complete the centre's RAP (next staff meeting in May set aside for 	<ul style="list-style-type: none"> Have Aboriginal and Torres Strait Islander cultures embedded in the centre 	Ongoing	<ul style="list-style-type: none"> The centre connects monthly with Boroondara library to engage

access, inclusion and participation in the program	identified the need to further improve our connection with the Aboriginal and Torres Strait Islander communities and the need to embed their culture in our centre.			<p>training and discussion)</p> <ul style="list-style-type: none"> • Gather more resources for the Education of Aboriginal and Torres Strait Islander cultures • Book in a Aboriginal Incursion at the centre at least annually • Have all Educators complete training and assist in the development of the centre's RAP • Set up Aboriginal and Torres Strait Islander learning exploration activities in each room for the children to engage with 			<p>in Aboriginal story time, where they read a dreamtime story and teach songs in the local language.</p> <ul style="list-style-type: none"> • The team created an Acknowledgement of Country that is going to be used with the children at morning group times (created in October 2024 – see Staff meeting minutes)
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Quality Area 7: Governance and Leadership

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	<p>The centre employs two centre Directors that have control over the service at all times. The centre Directors regularly liaise with the centre owners and other centre Directors during management meetings. Through these meetings (conducted quarterly), the management team discuss the current governance arrangements and reflect on areas of improvements throughout the centres.</p> <p>The centre also employs a 2IC, and an Educational Leader so there are many leaders available to speak to and learn from. The Directors have trained a small number of Educators, who can act as “Deputy Assistant Managers” in the absence of management. This has proven to assist all Educators and families, so they know who to communicate with at all times.</p> <p>The centre employs approximately 15 educators whom work on a full time, part time or casual basis. The centre utilises a list of regular relief educators to cover for absences due to illness or annual leave. The centre Director informs families of educator changes as soon as practical through emails and newsletters. The centre has each educator’s photo on display in the foyer showing information on all educators including their qualifications, the room they work in, and how long they have been at the centre. These are displayed outside each room that the educator’s work in, the foyer for floating staff, the kitchen door for the cook, and the office for management staff.</p> <p>The centre Director checks the details and qualifications of all new educators upon induction. Professional standards are reviewed and maintained through yearly Educator appraisals. These appraisals provide an opportunity for Management and Educators to discuss areas of strength and areas of improvement for each staff member, and a safe and positive environment in which to encourage feedback.</p> <p>A Certified Supervisor assessment is conducted and the document is stored in the educator details folder, for those who are deemed “Responsible Person”. The centre Director has been deemed fit & proper by the Department of Education & Training. The centre has a current philosophy statement that is reviewed regularly in conjunction with Educators, families and children. The philosophy is displayed in the foyer, in all rooms, in staff and planning rooms and is stored in the policy folders.</p> <p>The centre follows a quality improvement plan that is regularly reviewed and improved on. The self-assessment is based on the standards and elements of the National Quality Framework. The centre keeps all records required under the Children’s Services Regulations. The most recent records are filed in folders in the centre office. Other documents from previous years are stored off-site in a locked room of a sister child care centre. Current and previous families have access to their documents when required.</p> <p>The centre abides by many policies and procedures regarding administration. A child care software program (Qikkids) is used to keep track of family accounts. To help reduce our carbon footprint we encourage email communication with families or via messaging on Seesaw app, which can include when families need to inform the centre on holidays, withdrawals, enrolments, day reductions etc., and provide opportunities for feedback and comments. A comprehensive enrolment pack is emailed out to families prior to their</p>
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commencement of the orientation process. The enrolment forms provided to families, help to provide educators an insight into our new families and provide a better understanding of the children coming into our care.

One of the centre Directors works Full time in the office, 5 days per week. While the other Centre Director works in the office part time, 3 days per week. This ensures at least one Director is available to help families with administrative enquiries or concerns at all times. A photo display detailing the names of office educators and their position is displayed in front of the office so families know who they can speak with to have their questions addressed. The centre operator informs the regulatory authorities of relevant changes to the service with adequate notice. Serious incidents or complaints are appropriately documented and the Department of Education and Training is notified as soon as practical. All paperwork required to be sent to the DET is completed within 24 hours.

Any family complaints are dealt with quickly and efficiently. Families are notified on where complaints can be directed through a display in the family information area, in our Dealing with Complaints policy and in the family handbook.

Practices and procedures are based on documented policies and procedures. The centre policy folder is located in the foyer and in all rooms, for all families, educators and students to peruse. Policies and procedures are reviewed on a regular basis (at least annually). Families, children and educators are encouraged to provide input during the policy review process.

The Educational Leader is provided with weekly planning time, to best support and lead the implementation of the educational program and planning cycle. Our Educational Leader provides each Room Leader with monthly reports on areas they are doing well and areas that require improvement. After these reports are given to Room Leaders, our Educational Leader works closely with all Educators to support and encourage improvement.

We asked families, Educators and children to describe the centres Governance and Leadership and this is what they said;

- The Kinder 4 children said, "Sally and Mel are the teachers in the Office and they help teach us about the Office things."
- The Directors handle complaints and feedback quickly and efficiently and provide lots of communication about the centre

We reflected on our strengths and any improvements required in our March 2025 staff meeting and this is what was identified;

- Centre philosophy has been updated to reflect current centre beliefs and practices
- Educators understand their roles and responsibilities within the service – Educator handbooks updated annually and re-issued to all
- The centre engages in the self-assessment process at least annually to reflect and update our practices
- Educational Leader is given time each week to help and support all Educators with the programming and planning cycle

