



Australian Children's
Education & Care
Quality Authority

National Quality Standard Assessment and Rating Report

Service Name	Horsley Kids Early Childhood Centre
Date	27 th August & 2 nd September 2013

About this report

The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (National Quality Framework).

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard)*
- a national quality assessment and rating process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

Purpose

The purpose of the National Quality Framework assessment and rating process is to determine whether and at what rating level services meet the *National Quality Standard* and the requirements of the *Education and Care Services National Regulations* and the *Education and Care Services National Law*.

The purpose of this report is to inform you of the outcome of your service's assessment and rating against the National Quality Framework, including the *National Law* and *National Regulations*, which incorporates the *National Quality Standard*. This report will assist you with your ongoing quality improvement planning.

How this document is organised

The *National Quality Standard Assessment and Rating Report* includes:

- a service details section
- a list of the rating level descriptors for each quality area accompanied by the Regulatory Authority's comments on evidence, and any notes relevant to the service's Quality Improvement Plan
- a table that summarises the elements that were 'met' and 'not met', and the ratings for the standards within each quality area, and
- a table that presents the quality area ratings and the overall rating.

The rating system

The *National Regulations* prescribe the rating levels within the national quality assessment and rating process (regulation 57). The rating levels are displayed in this document as follows:

Rating Level	Abbreviation
Significant Improvement Required	S
Working Towards National Quality Standard	W
Meeting National Quality Standard	M
Exceeding National Quality Standard	E

Further information on how ratings are determined is available in the *Guide to Assessment and Rating for Services*.

Horsley Kids Early Childhood Centre

has achieved the following ratings:

Quality Area 1	Educational program and practice RATING: Exceeding National Quality Standard (E)
Quality Area 2	Children's health and safety RATING: Exceeding National Quality Standard (E)
Quality Area 3	Physical environment RATING: Exceeding National Quality Standard (E)
Quality Area 4	Staffing arrangements RATING: Exceeding National Quality Standard (E)
Quality Area 5	Relationships with children RATING: Exceeding National Quality Standard (E)
Quality Area 6	Collaborative partnerships with families and communities RATING: Exceeding National Quality Standard (E)
Quality Area 7	Leadership and service management RATING: Exceeding National Quality Standard (E)

The overall rating for a service is determined by the combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service is rated overall at

Exceeding National Quality Standard (E)

NSW Department of Education and Communities

Date of issue: 6 November 2013

This service has been assessed against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*

Quality area rating summary table

Quality Area 1

QA1	Educational program and practice		
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.		
	Element		Met or Not met
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, ideas, culture, abilities and interests are the foundation of the program.		Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.		Met
1.1.4	The documentation about each child's program and progress is available to families.		Met
1.1.5	Every child is supported to participate in the program.		Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.		Met
		1.1	Exceeding NQS
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.		
	Element		Met or Not met
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.		Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.		Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.		Met
		1.2	Exceeding NQS
		Quality Area 1 rating	E

Quality Area 2

QA2	Children's health and safety		Met or Not met
2.1	Each child's health is promoted		
	Element		Met or Not met
2.1.1	Each child's health needs are supported.		Met
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.		Met
2.1.3	Effective hygiene practices are promoted and implemented.		Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.		Met
		2.1	Exceeding NQS
2.2	Healthy eating and physical activity are embedded in the program for children.		
	Element		Met or Not met
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.		Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each		Met
		2.2	Exceeding NQS
2.3	Each child is protected.		
	Element		Met or Not met
2.3.1	Children are adequately supervised at all times.		Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.		Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.		Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.		Met
		2.3	Exceeding NQS
	Quality Area 2 rating		E

Quality Area 3

QA3	Physical environment		Met or Not met
3.1	The design and location of the premises is appropriate for the operation of a service.		
	Element		Met or Not met
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.		Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.		Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.		Met
		3.1	Exceeding NQS
3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.		
	Element		Met or Not met
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.		Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.		Met
		3.2	Exceeding NQS
3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.		
	Element		Met or Not met
3.3.1	Sustainable practices are embedded in service operations.		Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.		Met
		3.3	Exceeding NQS
	Quality Area 3 rating		E

Quality Area 5

QA5	Relationships with children		Met or Not met
5.1	Respectful and equitable relationships are developed and maintained with each child.		
	Element		Met or Not met
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.		Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.		Met
5.1.3	Each child is supported to feel secure, confident and included.		Met
	5.1	Exceeding NQS	
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.		
	Element		Met or Not met
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.		Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.		Met
5.2.3	The dignity and rights of every child are maintained at all times.		Met
	5.2	Exceeding NQS	
Quality Area 5 rating			E

Quality Area 7

QA7	Leadership and service management	
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element	Met or Not met
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met
	7.1	Exceeding NQS
7.2	There is a commitment to continuous improvement.	
	Element	Met or Not met
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met
	7.2	Exceeding NQS
7.3	Administrative systems enable the effective management of a quality service.	
	Element	Met or Not met
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met
	7.3	Exceeding NQS
Quality Area 7 rating		E

Overall rating

Quality Area rating		
QA 1	Educational program and practice	Exceeding National Quality Standard (E)
QA 2	Children's health and safety	Exceeding National Quality Standard (E)
QA 3	Physical environment	Exceeding National Quality Standard (E)
QA 4	Staffing arrangements	Exceeding National Quality Standard (E)
QA 5	Relationships with children	Exceeding National Quality Standard (E)
QA 6	Collaborative partnerships with families and communities	Exceeding National Quality Standard (E)
QA 7	Leadership and service management	Exceeding National Quality Standard (E)
Overall rating		Exceeding National Quality Standard (E)

Summary comments

Your service is commended on its achievements in providing quality outcomes for children. In particular, Children's health and safety, Physical Environment and Leadership and service management demonstrate the commitment to quality by educators at your service. It is recommended that management and educators continue to reflect on current practice to maintain the quality outcomes evident during this assessment and rating process.