



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan template

National Quality Standard

2025 - 2026

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

Service details



Service name		Service approval number	
Dalas Family Day Care PTY LTD		SE 40000292	
Primary contacts at service			
Shamsa Hassan			
Physical location of service		Physical location contact details	
Street	78 Snake Gully Drive	Telephone	03 9467 2441
Suburb	Bundoora	Mobile	0423 752 437
State/territory	Victoria	Fax	
Postcode	3083	Email	dalasfdc@gmail.com
Approved Provider		Nominated Supervisor	
Primary contact	Shamsa Hassan	Name	Ayman shire
Telephone	03 9467 2441	Telephone	03 9467 2441
Mobile	0423 752 437	Mobile	0435862132
Fax		Fax	
Email	dalasfdc@gmail.com	Email	dalasfdc@gmail.com
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Asmaa Shire		
Telephone	03 9467 2441		
Email	dalasfdc@gmail.com		

Operating hours



For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00am	09:00am	09:00am	09:00am	09:00am		
Closing time	17:00pm	17:00pm	17:00pm	17:00pm	17:00pm		

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Dalas Family Day Care entrance is in 78 Snake gully Drive, parking available in front of the office.

School Holidays for 2021:

Start Date	End Date
Term 1 29 th January	4 th April
Term 2 22 nd April	4 th July
Term 3 21 st July	19 th September
Term 4 6 th October	19 th December

Public Holidays for 2021

Wednesday 1st of January – New Year's Day

Monday 27th of January - Australia Day

Monday 10th of March - Labour Day

Friday 18th April - Good Friday

Sunday 20th April - Easter Sunday

Monday 21st April - Easter Monday

Friday 25th April - ANZAC Day

Monday 9th June - Queen's Birthday

Friday 26th September - AFL Grand Final (subject to change)

Tuesday 4th of November - Melbourne Cup

Thursday 25th of December - Christmas Day

Friday 26th December -Boxing Day

How are the children grouped at your service?

Children are in multi age groups of no more than seven children with one educator, and no more than four of these children being under school age. The ages range from 12 weeks to 12 years

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

- 1) Shamsa Hassan – Approved Provider
- 2) Ayman Shire – Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

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

Service statement of philosophy



Please insert your service's statement of philosophy here.

Dalas Family Day Care Philosophy

'We respectfully acknowledge the traditional indigenous owners of the lands on which we work, learn and play and pay respects to elders past and present'

Dalas Family Day Care's Philosophy is a statement identifying our beliefs and reasons behind our practices. It embodies the principles and practices that underpin our everyday interactions with children, families, educators, staff, the learning environment and the wider community. Dalas Family Day Care's Philosophy has been influenced by staff, children, educators, and families that use our service and encompasses the elements of the National Learning Frameworks. (The Early Years Learning Framework and My Time Our Place)

We recognise, respect and celebrate the diverse cultures that each child, family, educator and community bring to the service. We acknowledge that each family brings a diverse range of needs, interests and experiences to the early education and care environment. The diversity of child rearing practices are acknowledged and respected by the entire service.

In relation to children

- We believe that all children are unique individuals that need to feel safe, secure, respected, included and supported in a home environment that promotes a sense of belonging. That will help them to develop to their full potential.*
- We believe children have their own evolving strengths, abilities and interests and are curious, competent and unique learners that learn at their own pace.*
- We believe in children's abilities to succeed regardless of diverse circumstances and abilities.*
- We believe children's learning is holistic, complex and unique. We provide a play-based environment where the children have opportunities to experiment, investigate, problem solve, assess, discover, create, challenge thinking, build new ideas, improvise, imagine, spontaneity, and familiarity.*
- We aim to foster children's learning through play which comes directly from their interests, experiences, needs and developmental abilities*
- We believe children learn from diversity of various ages, genders, personalities, cultures, religions and backgrounds, families and communities have a major impact to this learning.*
- We believe children learn from positive interactions that strengthen relationships, share decisions, display respect and trust, stimulate and challenge their thinking, and provide feedback. This creates a sense of belonging for each child and supports development of a positive self-image and confidence. We aim to provide an environment that is free from bias and acknowledges each child's cultural background.*
- We believe children are capable of learning how to care for themselves and their environment through discussions, experiences, experiments, healthy eating, rest, exercise, every day practises, routines and observing best practises and positive role modelling within the Family Day Care environment.*
- We believe in a sense of wonder, belonging to and love of the land, nature and animals are critical for young people to develop lifelong respectful, positive and proactive attitudes to our environment and to ensure our sustainable future.*

In relation to the community and families

- *We believe that forming positive partnerships with the educators, families, children, and relevant stakeholders in the child education sector, we can assess and meet the evolving needs of our community and continue to work towards quality and maintain current best practice.*
- *We acknowledge and value the importance of the wider community and endeavour to create and maintain links with services in the different municipalities*
- *We believe in working closely with the community by aiming to meet the families' needs and expectations for their children's child care needs and promoting respect and understanding of different communities understanding through quality practises.*
- *We believe forming a positive partnership with families and educators allows for open communication so the children, educators and families needs are being met,*
- *We believe in equity for all children, educators, families and staff and in each other's capacity to succeed in positive relationships.*
- *We believe diversity enriches our everyday lives.*
- *We believe that we are all continuing to learn and we reflect on our practices regularly to assess, maintain and strive to meet quality standards.*
- *We recognise the importance of families in children's lives. Families bring a wide range of skills and knowledge to the service and are actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful. Educators and Dalas Family Day Care Service provide inclusive spaces for all families where support and advice can be provided to promote the health and wellbeing of all children*
- *We believe that building partnerships with the child's family is based on the foundations of understanding each other's expectations and attitudes, and drawing on each other's knowledge of the child, valuing and respecting each other's contributions to the roles in the child's life, trusting each other and having open communication.*
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In relation to the educators

- *We believe in recognising, respecting and valuing each other's knowledge, skills, experience and training and working together with a team approach to provide positive outcomes for each other the children, educators, families and the community.*
- *We believe the importance to participate in ongoing professional development as part of our quality improvement and continue to provide a service that reflects best and current practice.*
- *We believe that establishing partnerships with Dalas Family Day Care staff and educators provides motivation and support for each other. Building partnerships with staff and educators a based on the foundations of understanding each other's expectations and attitudes, and drawing on each other's knowledge, valuing each other's contributions, trusting each other and having open communication.*
- *We believe that in following the National Learning Frameworks principles and practices children will be working towards and achieve the 5 learning outcomes.*
- *We abide by My Time Our Place, The Early Years Learning Framework, Education and Care services National Regulations*

In relation to the environment

- *We strive to be leaders in the industry and strongly advocate for the role that Family Day Care plays in the wider community to provide an educational service for children in the home environment*
- *We believe in the importance to educate children to care and respect the natural and surrounding environment.*
- *We believe in the importance for the children to have access to the indoor and outdoor environment and have the opportunity to participate in a flexible program for both areas*
- *We believe that the environment is more than the aesthetics it also extends the emotional feel it reflects on the children and families. We believe in providing a welcoming, calm and friendly atmosphere for children, families and visitors in the educator's home.*
- *We believe in providing a play based learning curriculum where children are protected , supervised and supported in a child initiated learning environment .*
- *Every precaution is implemented to protect children, staff, families and visitors from hazards.*

- *We believe we can all learn from each other by role modelling sustainable practises, being environmentally responsible and showing respect for the environment. In relation to education*
- *We believe children learn in a relaxed environment that promotes learning through holistic approaches with the physical environment, experiences, routines and interactions.*
- *We believe in planning experiences based on the children's evolving strengths, interests & family input.*
- *We believe that children learn through planned and spontaneous experiences.*
- *We believe that children learn from small groups in a home environment with mixed ages, and also in a larger group setting with the support of their educator.*
- *We embrace the Early Years Learning Framework and My Time Our Place and aim for educators, children, staff and families to sense a feeling of **Belonging** to Dalas Family Day Care, to feel free to **Be** themselves, and help each other learn, grow and **Become** to their full potential.*

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		
The educational program enhances each child's learning and development.		
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		
Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1
Regulation 325B SA	Programs for children over preschool age	1.3.1
Regulation 345A Tas	Programs for children over preschool age	1.3.1



National Law and National Regulations		Associated element
Regulation 359A Vic	Programs for children over preschool age	1.3.1
*Regulation 373A WA Please check the legislation for the commencement date in WA.	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	Our Family Day Care service demonstrates a strong commitment to high-quality educational programs that are flexible, inclusive, and child-centred. Educational Program Delivery • A wide range of educational programs are offered across different mediums to meet the diverse needs of families. • Educators have autonomy in how they create and share programs, ensuring accessibility for parents at times that suit them. • All programming documentation is completed through <i>Harmony</i> software, supporting consistent, efficient, and professional record-keeping. Child-Centred and Culturally Responsive Practice • Programming and planning are consistently child-centred, reflecting each child’s current interests, abilities, developmental needs, and family requests. • Children’s agency is promoted daily by providing choice, autonomy, and opportunities to influence their world through play, routines, and relationships. • Enrolment and orientation processes capture important family and cultural information, which is embedded into each child’s learning program. • Educators actively reflect children’s home languages and cultural backgrounds in their planning and practice. Learning Through Everyday Experiences • Literacy, numeracy, science, and problem-solving are embedded in daily routines and play-based learning, such as cooking, dramatic play, and nature-based experiences. • Educators use flexible routines to support smooth transitions and maximise learning opportunities (e.g., mealtimes, handwashing, and school drop-off/pick-up). • Everyday experiences are used to teach children about real-world events, such as using handwashing routines during COVID-19 to explain health and safety concepts. Partnerships with Families • Programs are displayed in educators’ homes, allowing families to provide ongoing feedback and input. • Families’ knowledge and perspectives are actively sought to ensure programs reflect children’s current knowledge, ideas, and interests. • Regular newsletters provide families with resources, professional development updates, and links to relevant information, building strong communication and engagement. Professional Practice and Resources • Educators access approved learning frameworks via Harmony, websites, and hard copies, ensuring alignment with the <i>Early Years Learning Framework</i>. • Ongoing professional development opportunities challenge and inspire educators to reflect on and improve their practice. • Educators are supported with extensive resources and practical examples of how to effectively complete programming paperwork. • Coordination staff provide regular mentoring and reflective discussions to ensure continuous improvement in educational practice.
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Play-Based Learning Environment

- Educators provide rich, play-based experiences in a variety of areas including dramatic play, creative play, natural play, and child-directed play.
- Environments are thoughtfully designed to promote exploration, independence, and meaningful engagement with peers and educators.

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	The service has embedded a system where programs are documented, displayed, and consistently implemented. Parent–educator meetings are a routine part of service operations.
2. Practice is informed by critical reflection	Surveys and reflections from the Educational Leader and nominated supervisor inform refinements to planning, ensuring programs align with milestones and family expectations.
3. Practice is shaped by meaningful engagement with families, and/or community	During meetings, families receive milestone updates (preschool) or program evaluations (school-aged). Parents provide feedback and set goals, which directly shape curriculum decisions.

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

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

Notes:

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

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

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

Key improvements sought for Quality Area 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
1.1.1 Approved learning framework	Child's voice and perspective not consistently visible in program documentation.	Embed children's voiced learning and perspectives in the program, ensuring Child Safe Standards are upheld.	H	- Add a dedicated section in planning template for "child's voice". - Provide training to educators on capturing and documenting children's perspectives. - Review planning during home visits.	Programs demonstrate children's contributions; children's ideas and perspectives evident in documentation.	November 2025	Template updated with "child's voice" section. Training scheduled.
1.1.2 Child- centred	Aboriginal and Torres Strait Islander perspectives currently limited to NAIDOC Week events.	Authentically embed Aboriginal and Torres Strait Islander perspectives throughout everyday program practice.	M	- Provide professional learning on cultural inclusion. - Add resources and guidance to support integration of First Nations perspectives. - Monitor implementation through program reviews.	Programs and environments show ongoing Aboriginal and Torres Strait Islander perspectives, not limited to events.	March 2026	Resources being sourced; initial educator discussions held. All educator completed Geecko training- First nations cultural awareness
1.1.3 Program learning opportunities	Routines not consistently documented as part of planned learning opportunities.	Ensure all routines (mealtimes, transitions, handwashing, etc.) are consistently used and documented as learning opportunities.	M	- Update program template to include routines as part of learning opportunities. - Provide examples to educators on embedding routines. - Monitor via coordination visits.	Documentation shows routines are integrated into learning experiences.	February 2026	Draft template examples prepared.

1.2.1 Intentional teaching	Educators require stronger guidance in linking intentional teaching to their documented practice.	Strengthen educators' ability to demonstrate deliberate and purposeful teaching in program planning and practice.	M	- Provide professional development on intentional teaching. - Include prompts in planning template. - Review evidence during home visits.	Educator documentation shows examples of intentional teaching linked to learning outcomes.	December 2025	PD session planned for Term 4.
1.2.3 Child directed learning	Opportunities for documenting children's agency are inconsistent across programs.	Ensure children's agency (choice, autonomy, decision-making) is consistently promoted and documented.	H	- Add reflection prompts on children's agency to program template. - Provide training on capturing agency in practice. - Review during quarterly reflections.	Documentation shows consistent examples of children's agency across all educators.	December 2025	Prompts drafted for inclusion in template.
1.3.1 Assessment and planning cycle	Observation books lack a dedicated space for reflection/evaluation. Reflection often recorded only as "what next".	Embed reflection as a critical part of the planning cycle.	H	- Develop and roll out updated observation/program template with reflection section (August). - Train educators in reflective documentation. - Monitor uptake during home visits.	All educators use updated template; reflective practice clearly documented. Move template to online platform	January 2026	Template developed by EL; Printing of new template scheduled in October Training for the staff scheduled for November
1.3.2 Critical reflection	Critical reflection not consistent across service; limited to individual practice.	Establish service-wide approach to critical reflection, led by Educational Leader.	H	- Conduct quarterly critical reflection meetings with educators. - Record in Home Visit Feedback Book and reflection forms. - Provide mentoring and support.	Documented evidence of critical reflection informing practice and program adjustments.	December 2025 (ongoing quarterly)	First round of quarterly reflections commenced in August.
1.3.3 Information for families	Families provide input, but feedback is not consistently captured or reported back.	Strengthen two-way communication so families are regularly informed of their	M	- Update family communication processes. - Provide educators with tools for recording feedback. -	Families report being regularly informed; feedback documented in program records.	March 2026	Current newsletters include resources; process under review. September- parent survey completed



		child's progress and program.		Review during coordination visits.			
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Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge, nominated supervisors and family day care co-ordinators to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3

National Law and National Regulations		Associated element
Regulation 82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 84A	Sleep and rest	2.1.1
Regulation 84B	Sleep and rest policies and procedures	2.1.1
Regulation 84C	Risk assessment for purposes of sleep and rest policies and procedures	2.1.1
Regulation 84D	Prohibition of bassinets	2.1.1
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2

Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2

National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1
Regulation 102AAB	Safe arrival of children policies and procedures	2.2.1
Regulation 102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures	2.2.1
Regulation 102B	Transport risk assessment must be conducted before service transports child	2.2.1
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service	2.2.1
Regulation 102D	Authorisation for service to transport children	2.2.1
Regulation 102E	Children embarking a means of transport—centre-based service	2.2.1
Regulation 102F	Children disembarking a means of transport—centre-based service	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths	Child Protection, Health and Training • All educators meet mandatory training requirements, including Child Protection / Mandatory Reporting, SunSmart, and Food Safety, ensuring knowledge of current health, safety, and child protection obligations. • Annual audits are conducted to confirm that each educator’s qualifications, training, and health/safety compliance are up to date. Safety and Environment Monitoring • Annual environmental audits are conducted across all educator homes to ensure compliance with regulations. • Coordinators conduct compliance spot checks every 3–4 weeks during home visits, with findings recorded in the home visit form. • Educators complete daily safety checklists to identify and address hazards, ensuring environments remain safe and fit for purpose. • Children are actively involved in the safety process, helping them to identify risks, contribute to problem-solving, and build awareness of safe practices. • Ongoing monitoring occurs throughout the day to ensure environments remain hazard-free and conducive to learning and play. Health, Wellbeing and Routines • Routines such as meals, rest, handwashing, and toileting are consistently used as learning opportunities to support children’s health and wellbeing. • Educators are responsive to individual health needs, including allergies, rest requirements, and medical management plans. Physical Activity and Active Play • Programs are designed to balance active and quiet experiences, ensuring children have opportunities for both energetic play and relaxation. • Physical activity is promoted through planned and spontaneous experiences, tailored to children’s ages, interests, and developmental needs. • Educators encourage children to develop their sensory-motor skills and physical competencies in both indoor and outdoor environments. Child Safe Standards • The service embeds the Child Safe Standards through training, practice, and ongoing reflection. • Children’s agency is supported by encouraging them to make safe choices, practise protective behaviours, and voice their concerns. Family Communication and Partnerships • Families share critical health and safety information during enrolment, which informs individual health and safety planning for each child. • Families are updated regularly through newsletters and direct communication, reinforcing health, nutrition, and safety messages. • The service works in partnership with families to maintain child health and safety, ensuring strategies are consistent across home and care environments.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

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

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

Notes:

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Standard 2.2 – Safety: Each child is protected.

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

Key improvements sought for Quality Area 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
2.2.1 Supervision (At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.)	New regulation prohibits the use of personal devices during care. Current practice needs strengthening to ensure all educators comply and supervision is not compromised.	Ensure educators' use of personal devices does not impact supervision, safety, or interactions with children.	H	- Update Policy and Code of Conduct to reflect new regulation. - Communicate changes to all educators and families. - Provide training on expectations and acceptable use (e.g., emergency contact protocols). - Conduct spot checks during home visits to monitor compliance. - Require acknowledgment of new policy from each educator.	Educators demonstrate compliance with personal device regulation. No instances of device use compromising supervision are observed. Families report confidence in safety practices.	September 2025	August - Draft policy updated. Training session scheduled. Educator acknowledgment forms in progress. September - Completed
2.2.2 Incident and emergency management (Plans to effectively manage incidents and emergencies are developed in	Children are involved in some safety processes (e.g., checklists) but participation in emergency preparedness and first aid awareness is inconsistent across the service.	Strengthen children's active participation in emergency drills and first aid practice, especially for school-aged children, to build confidence, responsibility, and protective behaviours.	M	- Review and update emergency management procedures to include child-focused strategies. - Provide educators with guidance on involving children in age-appropriate evacuation drills, lockdown procedures, and first aid practices. - Introduce simple first aid learning activities for	All educators regularly conduct emergency drills with children. School-aged children demonstrate knowledge of basic first aid and protective behaviours.	March 2026	Guidance materials in development; trial of child-inclusive emergency/first aid sessions planned for Term 4.

consultation with relevant authorities, practised, and implemented.)				school-aged children (e.g., calling 000, applying a bandage, understanding basic safety responses). - Monitor and record participation during compliance visits.			
2.2.3 Child protection (Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.)	Rights education is not consistently embedded across the service. Children are not always explicitly taught about their rights to be safe, respected, and heard.	Ensure children are taught their rights in age-appropriate ways, in line with the Child Safe Standards.	H	- Develop a Rights Education Strategy to embed in programs. - Provide educators with training and resources on how to teach rights through stories, discussions, and play. - Integrate protective behaviours programs and everyday conversations (e.g., "You have the right to say no," "You have the right to be safe"). - Share information with families to reinforce rights education at home.	Children can articulate their rights to safety, respect, and having a voice. Evidence of rights education is visible in program documentation and practice.	February 2026	Draft resources being collected; pilot sessions on rights education to begin Term 1 2026.

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

Standard 3.1		
The design of the facilities is appropriate for the operation of a service.		
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		
The service environment is inclusive, promotes competence and supports exploration and play-based learning.		
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 84D	Prohibition of bassinets	3.1.2
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues	3.1.1
Regulation 116B	Inspection report (additional requirement for family day care)	3.1.1
Regulation 116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	Safe and Suitable Environments • An initial home safety check is conducted before approving an educator’s home for care, with re-checks completed at least annually to maintain high standards of safety and suitability. • Coordinators provide monthly monitoring home visits, and for new educators, visits occur weekly to ensure compliance, safety, and support. • Educators’ environments are checked regularly through home visits, uploaded photos in observations, and additional photo requests when needed. • During every compliance and monitoring visit, coordinators conduct a specific physical environment focus to identify potential risks and support inclusive access for all children. Learning-Rich and Child-Centred Environments • Educators adapt their environments to reflect children’s individual needs, strengths, interests, and cultural identities, creating inclusive spaces that encourage participation. • Children’s voices are consistently heard and respected in how environments are set up, as seen in child-initiated, active, and engaged play during visits and reflected in family feedback. • Where educators have limited outdoor natural spaces, they actively source local parks and nature areas, ensuring children benefit from outdoor play and engagement with the natural environment. • Educators network with each other to share resources and ideas, strengthening practice and the quality of learning environments across the service. Sustainability and Environmental Responsibility • Sustainable practices are embedded in everyday routines, including recycling, water conservation, gardening, and composting, helping children develop environmental awareness and responsibility. • Natural and repurposed materials are used in play, encouraging children’s creativity, problem-solving, and connection to the environment. Supportive and Inclusive Practice • Educators are supported by coordinators to ensure home environments remain compliant, engaging, and inclusive for all children. • Environments are modified as needed to support the access and participation of every child, including those with additional needs. • Coordinators work in partnership with families and educators to ensure environments reflect cultural values, family input, and children’s developmental stages.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

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

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

Notes:

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Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

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

Key improvements sought for Quality Area 3

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1 Fit for purpose (Outdoor and indoor spaces are suitable for their purpose.)	Some educators have limited access to natural outdoor areas and rely on local parks. This practice is positive, but not all educators embed nature play consistently.	Ensure all children have regular access to high-quality outdoor and natural play environments.	M	- Provide educators with professional development on the benefits of nature play. - Develop a Nature Play Resource Kit with ideas for small or indoor spaces. - Encourage educators to document how they incorporate outdoor/nature-based learning into programs. - Share practice examples between educators through networking.	All educators embed nature play opportunities weekly, either at home or in community spaces. Documentation reflects children's engagement with nature.	April 2026	Coordinators trialling resource kit; PD session planned for Term 1, 2026.
3.2.3 Environmentally responsible (The service cares for the environment and supports children to become environmentally responsible.)	While educators already use recycling, gardening, and composting, sustainability practices vary between homes. Some educators lack confidence in linking sustainable practices to children's learning outcomes.	Build consistency in sustainability practices across all educators and strengthen intentional teaching about environmental responsibility.	H	- Provide educators with sustainability training and age-appropriate teaching strategies. - Develop sustainability checklists to guide practice (e.g., recycling routines, gardening opportunities). - Include sustainability focus during home visits and encourage educators to share examples. - Share family newsletters with ideas for extending sustainability learning at home.	Sustainability practices are embedded consistently across all educators. Documentation shows children's participation in and understanding of sustainable practices.	December 2025	Draft checklist being trialled; sustainability newsletter section to start Term 4, 2025.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1

Regulation 135	Illness or absence of early childhood teacher or suitably qualified person	4.1.1
National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 152A	Record of replacement of educator	4.1.1
Regulation 152B	Record of replacement of early childhood teacher or suitably qualified person	4.1.1

Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	Consistent and Supportive Supervision • Educators maintain required ratios and provide close, attentive supervision in line with the National Regulations. • When educators require short breaks or relief, coordination staff step in to ensure children are always supervised by familiar and trusted adults, supporting continuity of relationships. • If alternative care is needed, coordinators actively support educators to arrange placements, ensuring smooth transitions and strong connections with new educators. Strong Coordination and On-Call Support • Coordination staff communicate with educators daily, ensuring that support is readily available whenever needed. • Families and educators have access to on-call staff 24/7, providing reassurance that urgent issues will be addressed promptly. • Coordinators also provide auxiliary care when required, further strengthening trust and continuity for children and families. Collaboration and Peer Support • Relationships between educators — especially those in close proximity — are actively encouraged, allowing bonds to form between children, families, and multiple educators. This ensures familiarity when relief care is needed. • New educators are introduced to established educators through networking opportunities, fostering collaboration and professional learning. • Educators regularly provide feedback about policies, processes, and family communication, leading to ongoing review and refinement of service practices. Induction, Training, and Ongoing Professional Development • A thorough induction process is provided to all new staff and educators, ensuring they begin with a strong understanding of their roles, responsibilities, and service expectations. • New educators are supported through weekly home visits, regular phone calls, FaceTime, and emails from the coordination team. This intensive support period helps them feel confident and capable from the start.
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- Educators are required to maintain all relevant qualifications, including First Aid, CPR, Anaphylaxis, Asthma, and Child Protection training, and are supported with ongoing professional development opportunities.

Culture of Continuous Improvement

- Coordinators and educators engage in reflective conversations during home visits, considering feedback from families and children to refine practice.
- Policies and procedures are regularly reviewed and updated in response to educator input, ensuring they remain relevant and practical.
- The service promotes a professional culture where educators, staff, and families work in partnership, all contributing to improved outcomes for children.

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

Notes:

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Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

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

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

Notes:

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

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

Key improvements sought for Quality Area 4

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1 Professional collaboration (Management, educators and staff work with mutual respect and collaborative ly, and challenge and learn from each other, recognising each other's strengths and skills.)	Educators live far apart, which makes face-to-face networking and collaboration less frequent. Opportunities for peer connection are reduced.	Build stronger collaboration and peer support networks, ensuring all educators feel connected, regardless of location.	M	- Introduce virtual networking sessions (via Zoom/Teams) at least once per term. - Develop an online sharing platform (e.g., closed group or Harmony resource hub) for educators to exchange ideas, resources, and reflections. - Encourage coordinators to facilitate peer mentoring pairs (linking new and experienced educators, even if in different locations).	Educators report stronger connections and reduced isolation. Evidence of networking (online discussions, shared resources) is visible.	June 2026	Trial virtual networking session planned for Term 1, 2026. Online sharing platform under review.

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	Secure and Respectful Relationships • The Family Day Care model enables children to develop secure, trusting, and consistent relationships with their educator, supporting their sense of safety and belonging. • Documentation across the service provides clear evidence of positive relationships between educators and children, demonstrating warm, respectful, and responsive care. • During visits, children are consistently observed expressing a strong sense of belonging, comfort, and confidence in their environment. Connections with Coordination Staff • Children are forming their own positive relationships with coordination staff, who play an active role in supporting children's sense of community within the service. • Coordination staff support transitions for new children by visiting during care and working alongside educators to ensure children feel safe and settled. Inclusive and Individualised Support • The coordination unit works closely with the Inclusion Support Worker to identify individual children's needs and implement support plans where required. • Educators are guided to adapt their practices and environments to ensure every child is included, respected, and able to participate meaningfully. Partnerships with Families • The coordination unit serves as the first point of contact for families at enrolment, building trust and helping to establish strong ongoing relationships between educators and families. • Families commencing care are supported through regular contact, including visits, phone calls, and information sharing, which builds confidence and strengthens collaborative relationships. • Educators and coordination staff work together with families during transition periods to gather detailed information about each child's needs, routines, and preferences, ensuring a smooth and positive entry to care. Opportunities for Social Development • Regular play spaces organised by the service provide opportunities for children to build relationships not only with their educator but also with other children, families, and staff. • These shared environments foster children's social skills, sense of community, and confidence in interacting with peers and adults beyond their own care setting.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

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

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

Notes:

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Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	
2. Practice is informed by critical reflection	

3. Practice is shaped by meaningful engagement with families, and/or community

Key improvements sought for Quality Area 5

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2 Self-regulation (Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively)	While educators support respectful play and relationships, some children require more consistent guidance in developing conflict resolution, self-regulation, and social skills.	Strengthen educators' strategies to support children in developing social problem-solving and conflict resolution skills.	M	- Provide professional development and resources on supporting children's self-regulation and peer interactions. - Encourage educators to embed role-modelling, social stories, and group discussions into programs. - Document strategies in individual support plans (in partnership with Inclusion Support Worker if needed). - Share tips with families to ensure consistency	Educators can demonstrate intentional strategies for guiding children's conflict resolution. Documentation shows children developing skills to manage emotions and resolve disagreements respectfully.	January 2026	August – Contacted to KU Book PD session

to resolve conflicts.)				across home and care environments.			

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1		
Respectful relationships with families are developed and maintained and families are supported in their parenting role.		
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2		
Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	Respectful Relationships and Family Engagement • Feedback from families, through emails and discussions with educators, shows that the service is building strong, trusting relationships. Families feel confident to seek support, request information, and provide feedback about their child's care. • Families' cultural values and beliefs are respected and supported. Information about each family's background and preferences is gathered at enrolment and embedded in programming and daily practices. • Families are consistently encouraged to share concerns, feedback, and suggestions, which informs service decisions and policy reviews. Transparent Access to Information • Families are provided with clear access to policies and procedures during orientation, and can also access them via educators' tablets, the service website, and hard copies on request. • Current service information is available via the service website parent tab, including the parent handbook, regular newsletters, and updates. • Families can manage enrolment information, access statements, and review attendance records through the Harmony software, ensuring transparency and convenience. Communication and Welcoming Practices • Face-to-face enrolment interviews are conducted with families to build familiarity with service staff and ensure parents are aware of available supports and resources. • Families are welcomed and supported during orientation through clear communication, opportunities to ask questions, and access to all key service documents. • Ongoing communication is fostered through regular newsletters, emails, and educator conversations, ensuring families are informed and connected. • Coordinators and educators use play spaces and gatherings as opportunities to meet families in person, strengthen relationships, and share service updates. Community Engagement • Educators actively participate in community events and activities throughout the year, providing opportunities for children and families to engage with their local community and strengthen their sense of belonging. • The service works in partnership with community organisations and services when families require additional support, referrals, or resources. Collaborative Culture • Families, educators, and coordination staff maintain open, respectful communication. This collaborative approach ensures that decisions are made in the best interests of children, taking into account family perspectives. • Regular reflective practice and feedback cycles between educators and the coordination team ensure that family voices remain central to service operations and quality improvement.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

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

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

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

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

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2 Parent views are respected (The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.)	While the service collects family feedback through surveys, emails, and conversations, not all families participate. This limits the representativeness of feedback.	Increase the number of families engaging in surveys and feedback processes, ensuring diverse family voices inform service improvements.	M	- Review survey timing and format to make participation easier (e.g., online, paper, short forms). - Promote feedback opportunities more widely through newsletters, Harmony, and educator reminders. - Share outcomes of previous feedback ("You said, we did") to show families the value of their participation. - Provide opportunities for verbal feedback during home visits and play spaces, recorded by coordinators.	Increased number of families participating in surveys and feedback. Broader representation of family voices evident in service decisions.	June 2026	Survey participation currently low; strategies being trialled to increase engagement September – Family survey completed. 60% parents provide response

Quality Area 7: Governance and Leadership

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Additional information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge, nominated supervisors and family day care co-ordinators to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, co-ordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2

National Law and National Regulations		Associated element
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice in relation to persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed—education and care service other than a family day care service	7.1.2
Regulation 173A	Prescribed information to be displayed—family day care service	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2

Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
National Law and National Regulations		Associated element
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of strengths for Quality Area 7

Strengths	Governance and Accountability • The service has established transparent operating systems that ensure governance is accountable at all levels of process. • A calendar of compliance with built-in reminders ensures required documentation is completed on time and never lapses. • Registers and records are maintained centrally and made accessible to educators and coordination staff through OneDrive, promoting consistency and accountability. • A comprehensive spreadsheet of compliance requirements supports oversight and enables coordinators and educators to stay up to date with all obligations. Leadership and Professional Practice • Coordination staff operate as a cohesive unit, providing consistent responses, professionalism, and high-quality support to educators. • The Educational Leader and coordination team embed self-assessment into daily practice by highlighting NQS areas during visit notes and ensuring educators display NQF information in their folders. • Self-assessment is now embedded across multiple mediums, giving it visibility and importance as part of ongoing quality improvement. Compliance and Induction • The service maintains strict compliance with Child Care Subsidy (CCS) legislation, supported by transparent systems and regular reviews. • A comprehensive induction process ensures new educators are confident in their role, understand regulatory requirements, and are supported to deliver high-quality practice. • Educators receive regular training and resources that guide them in meeting both service and legislative requirements. Professional Development and Support • The coordination unit promotes ongoing professional development opportunities for both educators and families, supporting lifelong learning and improved outcomes for children. • Coordinators mentor educators through home visits, reflective discussions, and targeted support, strengthening both compliance and pedagogy. Access to Resources and Communication • The service website provides families and educators with access to policies, resources, newsletters, and useful links, ensuring communication is clear and consistent. • Governance decisions and service updates are shared openly with educators and families, reinforcing accountability and trust.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

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

Standard 7.1 – Governance: Governance supports the operation of a quality service.

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

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

Notes:

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

Standard 7.2 – Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

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

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2 Management systems (Sys tems are in place to manage risk and enable the effective management and operation of a quality service.)	Current documentation and planning systems are partly paper-based or in mixed formats. Moving to Harmony online program planning and educator management system will streamline governance, improve access, and reduce duplication.	Transition to a fully digital system for program planning, compliance, and educator management through Harmony.	H	- Plan staged transition to Harmony across 2025. - Train all educators and coordination staff in new online functions. - Pilot the system with a small group of educators before full rollout. - Monitor implementation and provide ongoing IT support.	Educators and coordinators are consistently using Harmony for planning and management. Records are centralised, accessible, and up to date.	January 2026	Planning phase underway. Pilot group identified.
7.2.2 Educational leadership (The educational leader is supported and leads the development of the educational program and assessment and planning cycle.)	While self- assessment and reflective practice are embedded, not all educators engage deeply or consistently with critical reflection.	Strengthen the role of the Educational Leader in guiding educators to use online systems and reflective practice for continuous improvement.	M	- Provide targeted training on embedding critical reflection into program documentation via Harmony. - Educational Leader to model reflective practice during home visits. - Develop prompts and templates within Harmony to support reflection. - Share examples of strong reflective practice during networking sessions.	Educators demonstrate consistent, documented critical reflection. Harmony records show reflection informs planning and program adjustments.	December 2025	New reflection prompts drafted; training scheduled for Term 4, 2025.



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