Self-Assessment
- Working Document

NSW GOVERNMENT

Contents

Self-Assessment

This document combines aspects of the ACECQA Self- Assessment Tool and the NSW Regulatory Authority online Self-Assessment Form.

The National Regulations (regulation 55) require an approved provider to develop a Quality Improvement Plan (QIP) within three months of being granted service approval. This must include:

1. service philosophy
2. assessment of the quality of service practices against the National Quality Standard (NQS) and the Regulations
3. identification of any areas that require improvement

This Working Document includes the requirements outlined above to meet Regulation 55 and 56. It will guide you through a self-assessment process and is an ongoing quality improvement planning document.

Information captured in this document will be easily transferable into the NSW Regulatory Authority online self-assessment form should your service opt in for *'self-assessment for quality improvement'*.

This document will allow you to reflect on the practices occurring at your service, including your service compliance in accordance with the National Law and National Regulations and your service quality against the NQS.

Self-assessment and quality improvement are most productive when those involved are open, honest and feel comfortable to be reflective and critical. Effective communication and positive workplace culture will allow everyone the opportunity to participate and have a voice. Having an open and honest approach will also ensure that, when you undergo assessment and rating, your service and staff are in the best position to showcase your service practice.

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs.

Assessing Practice

An effective self-assessment involves reflection on each Quality Area in the National Quality Standard (NQS). It requires reflection and evaluation on service practice, policies and procedures to assist you to confirm minimum legislative compliance requirements are met, and whether the service is meeting the NQS. To support your understanding of the NQS and to help you self-assess, the Guide to the National Quality Framework includes a set of reflective questions for each NQS Quality Area and guidance for the exceeding themes.

Within each quality area it is important to capture:

1. Regulatory Compliance – analysing *'what you do'* against the National Law and Regulations. Where regulatory requirements are assessed as *'Non-compliant'*, immediate steps must be taken to rectify the non-compliance.
2. Strengths – recording typical practices that make you proud and that you would like to showcase against the elements and standards. Your service's key practices should reflect what you do at your service. When developing your key practice statements, consider how the authorised officer will confirm this practice (will they be able to sight, observe or discuss?). If not, think about how you could reframe this to make your practice visible. It's important that your evidence/practice informs your self-assessment, rather than making an assessment and looking for evidence to support the outcome you're looking for.
3. Areas for improvement – identify potential areas for improving practices.

In order to assess regulatory compliance it is recommended that you refer to the National Law, National Regulations and Guide to the National Quality Framework Section 4: Operational Requirements.

Note: *Self-assessment should be an open, transparent and honest process that clearly reflects your service and informs planning for ongoing improvement.*

Articulating key practices

Key Practices are things you do in your service that demonstrate your service quality against the National Standard (NQS). When referring to the Guide to the NQS, think about what your educators 'do' that is aligned with the elements in each standard. Consider the following:

Observed: Can the practice be seen?

Discussed: Can educators and staff talk about why and how particular practices occur at the service?

Sighted: Is there documented evidence to support your key practice statement?

Regulatory and Quality practices- Where you have identified that your service is meeting legislative requirements in this document, you do not need to outline your regulatory practices. Rather, describe your service's quality practices aligned to the element.

For example, in relation to **Element 2.1.3** where **Regulation 80** is marked as 'Compliant':

The weekly menu is displayed and accurately describes food and beverages provided to children.

Water is always served at mealtimes and accessible to children.

Rather, you may like to consider other aspects of your practice which promotes healthy lifestyles including nutrition and physical activity. For example,

Cooking experiences are included in the program promoting healthy eating and knowledge of nutrition.

Our four weekly rotating seasonal menu was reviewed by a dietician to ensure that it is consistent with the dietary guidelines.

Exceeding themes will be visible through your key practices. You do not need to re-write theme descriptors as your practice, '*what you do*' is your practice. Recording '*our approach is embedded*' does not provide a clear example of how your practice aligns with the statement.

> Key practices at an exceeding level should identify how what you do is **over and above** meeting practice. The Guide to the National Quality Framework Section 3. National Quality Standard and Assessment and Rating includes guidance for Exceeding themes at the end of each Standard.

For example, in relation to **Element 2.2.2**:

Our services approach to risk assessment and emergency management is embedded.

Educators engage in robust discussions.

During induction all educators complete training on the use of emergency equipment and are walked through the lock down and evacuation procedures. A review of this process identified the need for a communication plan to ensure that all stakeholders are familiar with what is communicated before, during and after an emergency. Families were consulted and their feedback led to the plan being added to our website and key information provided to Fire & Rescue NSW.

Note: *Authorised officers will confirm that your service is meeting minimum legislative requirements during the assessment and rating visit.*

Guidance for Exceeding the National Quality Standard

A rating of Exceeding NQS means going **above and beyond** what is expected at the Meeting NQS level for a standard. The following three themes must be demonstrated in service practice for a standard to be rated as Exceeding NQS:

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Exceeding Theme 1: Practice is embedded in service operations

This theme means that high quality practice for the standard is demonstrated consistently and frequently across the service, regardless of the time of day or changes to staff. This ensures a sense of continuity and predictability for children.

For example:
- high quality practice is usual practice across the service
- quality practice is consistent across all educators
- each educator's practice reflects a clear understanding of the requirements of the standard
- practice for the standard reflects the service philosophy and the principles and practices of the approved learning frameworks.

Exceeding Theme 2: Practice is informed by critical reflection

When practice is informed by critical reflection, educators consider, question, analyse and re-evaluate planning and decision-making for that standard. This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

For example:
- reflection on practice is regular and ongoing
- opportunities for improvements are identified and implemented
- educators are aware of the influences on their practice and are committed to ongoing learning
- decision-making processes draw on diverse perspectives.

Exceeding Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Every education and care service is unique, as are the children, families, and community at the service. This theme recognises that high quality practice is informed by and tailored to the unique strengths and needs of children, families and the community. This theme recognises differences across service types. For example, it is expected that services that educate and care for school-aged children may build strong relationships with the school and broader community and have fewer interactions with families compared to services that educate and care for younger children.

For example:
- practice reflects the voices and strengths of children, families and the community
- practice demonstrates shared decision-making and problem solving with families and/or the community
- practice suits the unique environmental, cultural and community context of the service
- practice fosters a culture of inclusiveness.

Note: *To be rated Exceeding NQS overall, all quality areas must be at least Meeting NQS, and four or more Quality Areas must be Exceeding NQS, with at least two of these being quality areas 1, 5, 6 or 7.*

Support

For further support and answers to questions that are not addressed through this guide, please contact the Quality Support Team at ecequalitysupport@det.nsw.edu.au or phone 1800 619 113.

Service Context Information

Service Details

Service Name		**Service Approval Number**	SE-
Physical Location of Service	**Street:** **Suburb:** **State:** **Post Code:**		
Approved Provider Name		**Approved Provider Number**	PR-
Nominated Supervisor(s) Name(s)			

Service Operating Times (includes FDC Principal Office)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start							
Finish							
Or 24 Hour							

Outside School Hours Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Session 1 Start							
Session 1 Finish							
Session 2 Start							
Session 2 Finish							
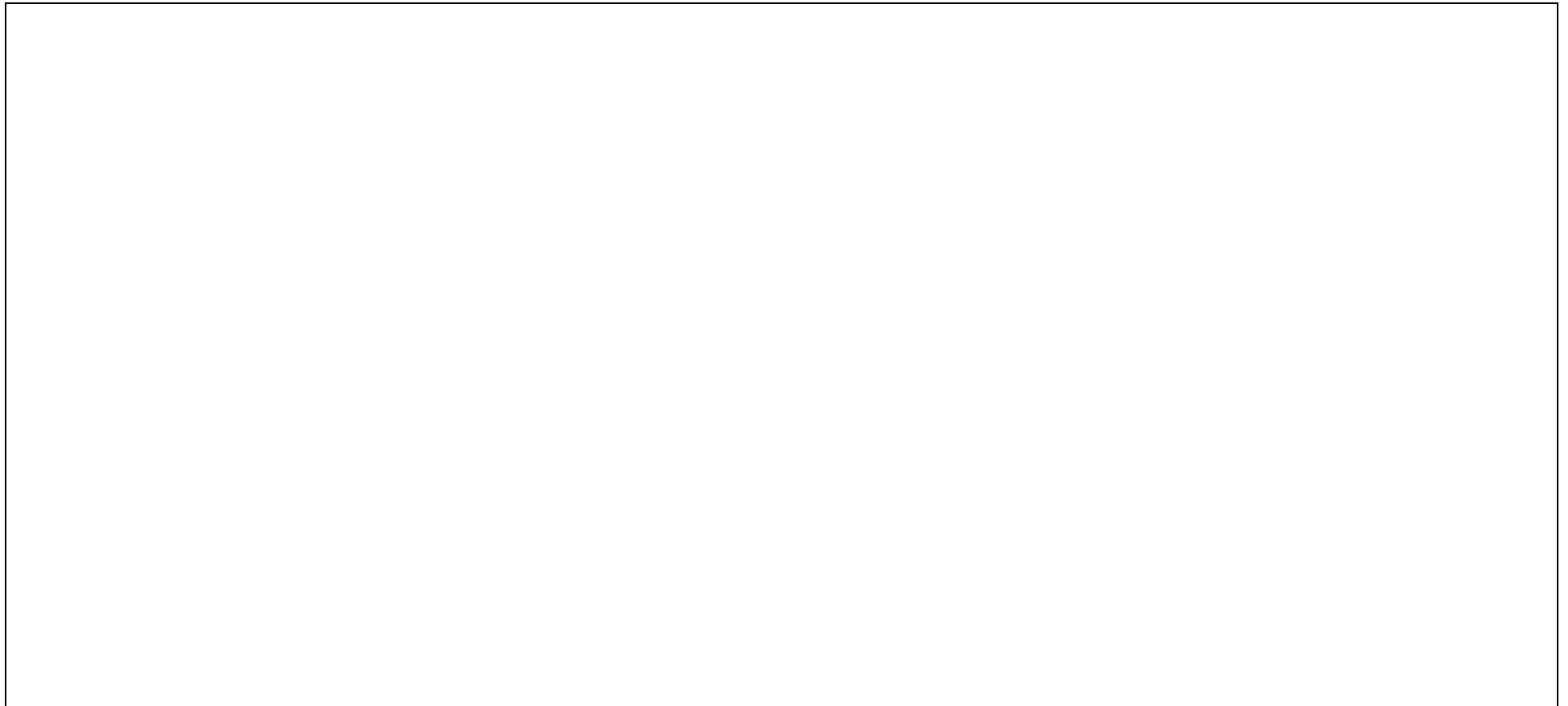
Vacation Care Operating Times

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Start							
Finish							
Or 24 Hour							

Service Philosophy

Your service's statement of philosophy should be a living document that is the foundation for daily practice. It should describe the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.

Self-Assessment Quality Areas

In each of the seven quality areas it is now time to add details of your service practices. In each quality area it is important to capture:

1. Regulatory Compliance – where regulatory requirements are assessed as 'no' take immediate steps to rectify the non-compliance,
2. Strengths - record the practices that make you proud and that you would like to showcase against the elements and standards, and
3. Areas for improvement – identify potential areas for improving practices.

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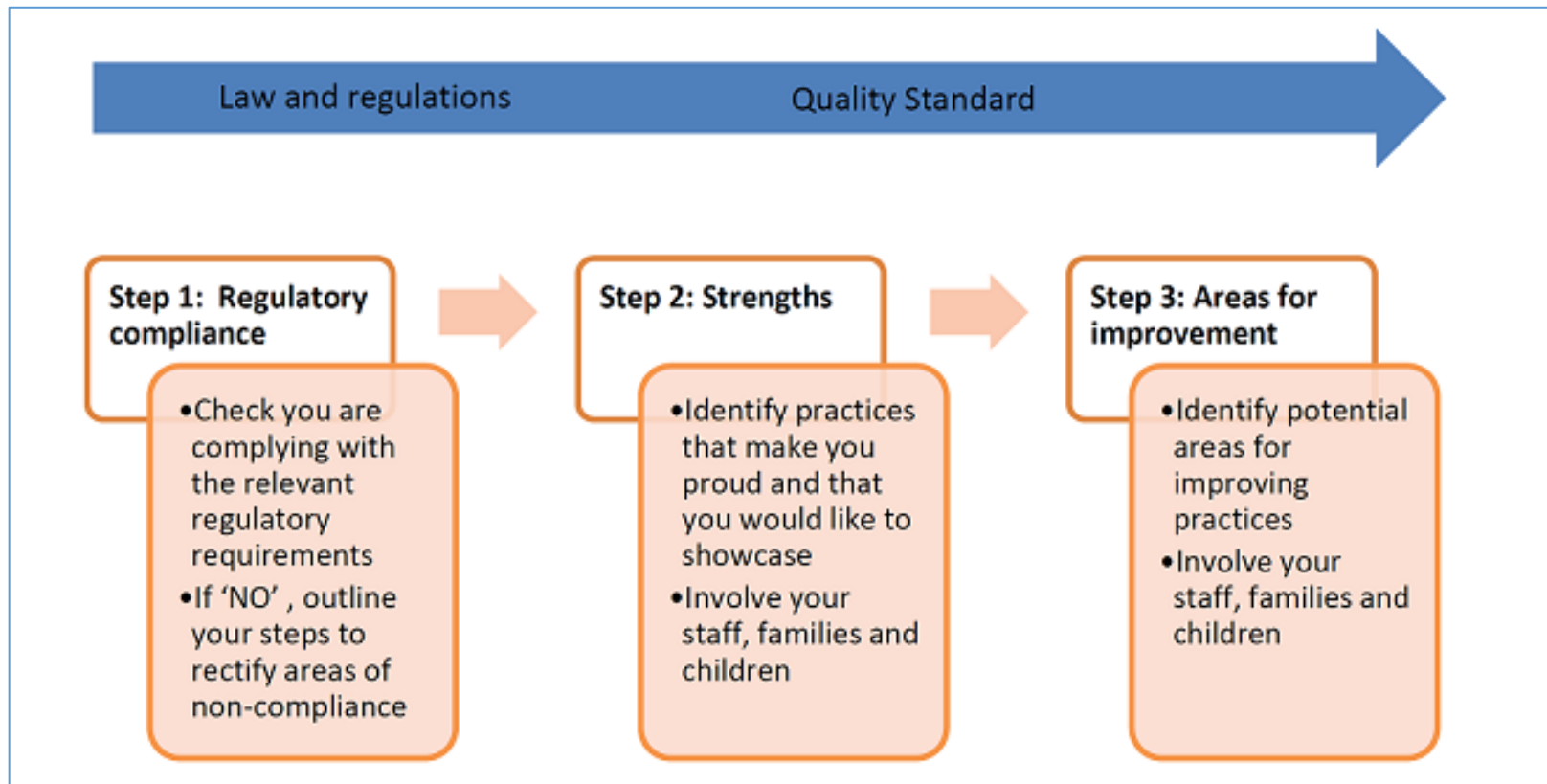
Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

Additional information and resources about Quality Area 1 are available in the Guide to the National Quality Framework and on 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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	○ Compliant ○ Non-compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	○ Compliant ○ Non-compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: • at the service for long day care, preschool or outside school hours care, OR • at each educator's residence or venue for family day care?	○ Compliant ○ Non-compliant
R.76	STD1.3	If requested, do you provide families with: • information about the content of the program and service routines and how they operate in relation to their children, including children's participation? • a copy of their children's assessment/evaluation documentation?	○ Compliant ○ Non-compliant

R.74	STD1.3	If you have children who are preschool age or younger, do you document: • an assessment of each child's development, interests and participation in the program? • an assessment of each child's progress towards the program outcomes? If you have school age children, do you document: • how and why the education program has been developed to support all children to participate in the program.	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 1.1 The educational program enhances each child's learning and development

Record up to five evidence points and/or key practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Approved learning framework	ELE1.1.1	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.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Child-centred	ELE1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	1.		○ Met ○ Not Met
			2.		
			3.		

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			4.		
			5.		
Program learning opportunities	ELE1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.	
			5.	

Standard 1.2 Educators facilitate and extend each child's learning and development

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

 NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Intentional teaching	ELE1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Responsive teaching and scaffolding	ELE1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.	
			5.	
Child directed learning	ELE1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	1.	○ Met ○ Not Met
			2.	
			3.	

			4.	
			5.	

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Assessment and planning cycle	ELE1.3.1	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.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Critical reflection	ELE1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Information for families	ELE1.3.3	Families are informed about the program and their child's progress.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.	
			5.	

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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

Quality Area 2: Children's health and safety

Every child's health and wellbeing is safeguarded and promoted.

Quality Area 2 reinforces children's right to experience quality education and care in an environment that provides for their health and safety. Educators support this when they promote each child's wellbeing and healthy lifestyle, and support each child's growing competence, confidence and independence.

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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 2.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.80	STD2.1	Do you display a menu if you provide food at your service?	○ Compliant ○ Non-compliant
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	○ Compliant ○ Non-compliant
R.77	STD2.1	Is food stored, handled and served safely?	○ Compliant ○ Non-compliant
R.90-91 R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	○ Compliant ○ Non-compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	○ Compliant ○ Non-compliant
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	○ Compliant ○ Non-compliant
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	○ Compliant ○ Non-compliant

R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	○ Compliant ○	Non-compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	○ Compliant ○	Non-compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	○ Compliant ○	Non-compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	○ Compliant ○	Non-compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	○ Compliant ○	Non-compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	○ Compliant ○	Non-compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	○ Compliant ○	Non-compliant
R.82-83 R.97 R.103 S.167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	○ Compliant ○	Non-compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	○ Compliant ○	Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 2.1 Each child's health and physical activity is supported and promoted

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices		Confirm
Wellbeing and comfort	ELE2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Health practices and procedures	ELE2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	1.		○ Met ○ Not Met
			2.		
			3.		

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			4.		
			5.		
Healthy lifestyle	ELE2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		

Standard 2.2 Each child is protected

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Supervision	ELE2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Incident and emergency management	ELE2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	1.		☐ Met ☐ Not Met
			2.		
			3.		

			4.		
			5.		
Child protection	ELE2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		

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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

Quality Area 3: Physical environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children's learning and development.

Quality Area 3 of the NQS focuses on the physical environment. The physical environment is critical to:

- contributing to children's wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children's learning and development
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 3.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.116-117 R116 R34(f)(iii)	STD3.1	If you have a family day care service: • Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually? • Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard? • Do you require educators to inform you of any alterations or renovations to their premises? • For family day care services operating from a venue, have you submitted an application for approval to operate from a venue?	○ Compliant ○ Non-compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	○ Compliant ○ Non-compliant
R104-115	STD3.1	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: • There is the required amount of unencumbered space for the number of children in attendance at the service • Arrangements for dealing with soiled clothes, linen and nappies • If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it? • Are there appropriate toilet, hand washing and nappy change facilities? • Is there space for administrative functions and consultation with families? • Is there adequate light, ventilation and shade?	○ Compliant ○ Non-compliant

		• Are all areas of the premises easily supervised?	
R105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	○ Compliant ○ Non-compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 3.1: The design and location of the premises is appropriate for the operation of a service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Fit for purpose	ELE3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Upkeep	ELE3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	1.		○ Met ○ Not Met
			2.		
			3.		

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			4.	
			5.	

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices		Confirm
Inclusive environment	ELE3.2.1	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.	1. 2. 3.		○ Met ○ Not Met

			4.		
			5.		
Resources support play-based learning	ELE3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Environmentally responsible	ELE3.2.3	The service cares for the environment and supports children to become environmentally responsible.	1.		○ Met ○ Not Met
			2.		
			3.		

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			5.		

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

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Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children's active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	○ Compliant ○ Non-compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; • Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? • The name of the educational leader and responsible person? • A record of educators working directly with children? • A record of access to an early childhood teacher (if required by R.152)? • A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ?	○ Compliant ○ Non-compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	⦿ Compliant ○ Non-compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	○ Compliant ○ Non-compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	

		• Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators have an approved diploma level qualification? • Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, • Do you ensure you and the educator assistant comply with the requirements of R.144?	○ Compliant ○ Non-compliant
R.120 R126 R.129-135	STD4.1	If you are a long day care or preschool or outside school hours care service, • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory?	○ Compliant ○ Non-compliant
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	○ Compliant ○ Non-compliant
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 4.1 Staffing arrangements enhance children's learning and development.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices		Confirm
Organisation of educators	ELE4.1.1	The organisation of educators across the service supports children's learning and development.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Continuity of staff	ELE4.1.2	Every effort is made for children to experience continuity of educators at the service.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		

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Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Professional collaboration	ELE4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	1. 2. 3.	⃝ Met ⃝ Not Met

			4.		
			5.		
Professional standards	ELE4.2.2	Professional standards guide practice, interactions and relationships.	1.		⚪ Met ⚪ Not Met
			2.		
			3.		

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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

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Quality Area 5: Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

Quality Area 5 focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage 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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 5.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.155	STD5.1	Have you ensured that educators interact with children in a way that; • Encourage children to express themselves and their opinions? • Support children to develop self-reliance and self-esteem? • Maintain the dignity and rights of each child? • Provide positive guidance and encourage acceptable behaviour? • Reflect each child's family and cultural values? • Is appropriate for the physical and intellectual development and abilities of each child?	○ Compliant ○ Non-compliant
R.156	STD5.2	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 5.1 Relationships between educators and children.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Positive educator to child interactions	ELE5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	1. 2. 3.	○ Met ○ Not Met

			4.	
			5.	
Dignity and rights of the child	ELE5.1.2	The dignity and rights of every child are maintained.	1.	○ Met ○ Not Met
			2.	
			3.	

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			4.		
			5.		

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Collaborative learning	ELE5.2.1	Children are supported to collaborate, learn from and help each other.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Self-regulation	ELE5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	1.		○ Met ○ Not Met
			2.		
			3.		

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			4.		
			5.		

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

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Quality Area 6: Collaborative partnerships with families and communities

Quality Area 6 focuses on supportive, respectful relationships with families which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 6.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.157	STD6.1	Do you respect the right of parents to enter the service when their child is in attendance unless; • Allowing the parent to come into the service poses a risk to the safety of children or staff? • Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or • You reasonably believe that allowing them entry would contravene a court order?	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices		Confirm
Engagement with the service	ELE6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.	
			5.	
Parent views are respected	ELE6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	1.	⚪ Met ⚪ Not Met
			2.	
			3.	

			4.	
			5.	
Families are supported	ELE6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	1.	○ Met ○ Not Met
			2.	
			3.	

			4.		
			5.		

Standard 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Transitions	ELE6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Access and participation	ELE6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Community engagement	ELE6.2.3	The service builds relationships and engages with its local community.	1.		Met Not Met
			2.		
			3.		

			4.		
			5.		

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

Quality Area 7: Governance and Leadership

Effective leadership contributes to sustained quality relationships and environments that facilitate children's learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.

Quality Area 7 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.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	⭘ Compliant ⭘ Non-compliant
R. 174-176	STD7.1	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	⭘ Compliant ⭘ Non-compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for • The nominated supervisors, educators, coordinators and staff? • Family day care educator assistants? • Adults living in residences used to provide a family day care service?	⭘ Compliant ⭘ Non-compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident?	⭘ Compliant ⭘ Non-compliant
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident?	⭘ Compliant ⭘ Non-compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service?	⭘ Compliant ⭘ Non-compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	⭘ Compliant ⭘ Non-compliant

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R.168-169 R. 170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	○ Compliant ○ Non-compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	○ Compliant ○ Non-compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	○ Compliant ○ Non-compliant
R.92, 99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	○ Compliant ○ Non-compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	○ Compliant ○ Non-compliant
R.55-56 R.31	STD7.2	Have you ensured that your Quality Improvement Plan: • Contains a statement of the service philosophy? • Is reviewed and revised at least annually?	○ Compliant ○ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

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Standard 7.1 Governance supports the operation of a quality service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Service philosophy	ELE7.1.1	A statement of philosophy guides all aspects of the service's operations.	1. 2. 3.	○ Met ○ Not Met

			4.		
			5.		
Management systems	ELE7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	1.		○ Met ○ Not Met
			2.		
			3.		

			4.		
			5.		
Roles and responsibilities	ELE7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	1.		◌ Met ◌ Not Met
			2.		
			3.		

			4.	
			5.	

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Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Continuous improvement	ELE7.2.1	There is an effective self-assessment and quality improvement process in place.	1. 2. 3.	○ Met ○ Not Met

			4.	
			5.	
Educational leadership	ELE7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	1.	○ Met ○ Not Met
			2.	
			3.	

			4.		
			5.		
Development of professionals	ELE7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	1.		○ Met ○ Not Met
			2.		
			3.		

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			4.		
			5.		

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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

Declaration

Self-assessment and quality improvement planning has benefits to service quality when a shared and collaborative process involving all members of the team and the service community occurs. Please provide details of those who have been involved in this self-assessment.

Involved Persons	Confirm
Nominated Supervisor(s)	
Service Leaders and management	
Coordinator(s)	
Educational Leader(s)	
Educators	
Other service staff	
Children	
Families	
School	
Broader Service Community representative	
Others	

I confirm the information provided is a true, complete and accurate reflection of our service practice	

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