

<b>National Quality Standard</b>	
<b>1</b>	<b>EDUCATIONAL PROGRAM AND PRACTICE</b>
<b>1.1</b>	<b><i>The Early Years Learning Framework (or other approved learning framework) informs the development of a program for each child that enhances their learning and development.</i></b>
1.1.1	The Early Years Learning Framework (or other approved learning framework) guides curriculum decision making and enables each child's learning in the five outcomes: <ul style="list-style-type: none"> <li>1. Children have a strong sense of identity</li> <li>2. Children are connected with and contribute to their world</li> <li>3. Children have a strong sense of wellbeing</li> <li>4. Children are confident and involved learners</li> <li>5. Children are effective communicators</li> </ul>
1.1.2	Curriculum decision making is informed by the context, setting and cultural diversity of the families and the community.
<b>1.2</b>	<b><i>The program for each child takes into account their strengths, capabilities, culture, interests and experiences.</i></b>
1.2.1	Each child's current knowledge, ideas, culture and interests provide the foundation for the program.
1.2.2	Every child is supported to participate in the program.
1.2.3	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning.
1.2.4	Critical reflection and evaluation of children's learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies.
<b>2</b>	<b>CHILDREN'S HEALTH AND SAFETY</b>
<b>2.1</b>	<b><i>Each Child's health is promoted.</i></b>
2.1.1	Each child's health needs are supported.
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.3	Effective hygiene practices are promoted and implemented.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>2.2</b>	<b><i>Healthy eating and physical activity are embedded in the program for children.</i></b>
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate to the age of the child.
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate to the age of the child.
<b>2.3</b>	<b><i>Each child is protected.</i></b>
2.3.1	Children are adequately supervised at all times.
2.3.2	Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards.
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.3.4	Action is taken to respond to every child at risk of abuse and/or neglect.
<b>3</b>	<b>PHYSICAL ENVIRONMENT</b>
<b>3.1</b>	<b><i>The design and location of the premises is appropriate for the operation of a service.</i></b>
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
3.1.3	Outdoor spaces include natural elements and materials which allow for multiple uses.
3.1.4	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
<b>3.2</b>	<b><i>The environment is inclusive, promotes competence, independent exploration and learning through play.</i></b>
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources, materials and equipment are sufficient in number and organised in ways that ensure appropriate and effective implementation of the program.
<b>4</b>	<b>STAFFING ARRANGEMENTS</b>
<b>4.1</b>	<b><i>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</i></b>
4.1.1	Educator-to-child ratios (including qualification requirements) are maintained at all times.
<b>4.2</b>	<b><i>Educators, coordinators and staff have the skills and knowledge to support children's learning, health, safety and wellbeing.</i></b>
4.2.1	Educators, coordinators and staff demonstrate the awareness, attitudes, knowledge and skills required to provide an environment where diversity and difference are acknowledged, valued and respected.
4.2.2	Educators and coordinators are focused, active and reflective in planning and delivering the program to each child.
4.2.3	The performance of educators, coordinators and staff is evaluated and individual development plans are in place to support performance improvement.
<b>4.3</b>	<b><i>Educators, coordinators and staff are respectful and ethical.</i></b>
4.3.1	Professional standards guide practice, interactions and relationships.
4.3.2	Actions are aligned with the statement of principles under which the service operates.
4.3.3	Educators, coordinators and staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
4.3.4	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

<b>5</b>	<b>RELATIONSHIPS WITH CHILDREN</b>
<b>5.1</b>	<b><i>Respectful and equitable relationships are developed and maintained with each child.</i></b>
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
<b>5.2</b>	<b><i>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</i></b>
5.2.1	Every child is supported to work with, learn from and help others through collaborative learning opportunities.
5.2.2	Each child is supported to understand how their own actions affect others.
<b>5.3</b>	<b><i>Each child's behaviour, interactions and relationships are guided effectively.</i></b>
5.3.1	Behaviour guidance strategies preserve the dignity and rights of the child at all times.
5.3.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.
<b>6</b>	<b>COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</b>
<b>6.1</b>	<b><i>Respectful supportive relationships with families are developed and maintained.</i></b>
6.1.1	There is an effective enrolment and orientation process for families.
6.1.2	Families have opportunities and support to be involved in the program and in service activities.
6.1.3	Families have opportunities to influence and shape the service, to review service policies and contribute to service decisions.
<b>6.2</b>	<b><i>Families are supported in their parenting role and their values and beliefs about child rearing are respected.</i></b>
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
6.2.2	Information is available to families about community services and resources to support parenting and family wellbeing.
<b>6.3</b>	<b><i>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</i></b>
6.3.1	Links with relevant community and support agencies are established and maintained.
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3	Access to inclusion and support assistance is facilitated.
<b>6.4</b>	<b><i>The service participates in the community.</i></b>
6.4.1	The service participates in the community and demonstrates respect for families and communities.
6.4.2	The service is involved in appropriate community projects and events.
6.4.3	The service takes an active role in caring for its environment and contributes to a sustainable future.
<b>7</b>	<b>LEADERSHIP AND SERVICE MANAGEMENT</b>
<b>7.1</b>	<b><i>Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></b>
7.1.1	A suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
7.1.2	There is continuity of educators and coordinators at the service.
<b>7.2</b>	<b><i>There is a commitment to continuous improvement</i></b>
7.2.1	A statement of principles is developed which guides all aspects of the service's operations.
7.2.2	An effective planning and evaluation process is in place that guides service operations and programs and enables the identification and delivery of ongoing improvement initiatives.
7.2.3	The induction of educators, coordinators and staff is comprehensive.
<b>7.3</b>	<b><i>Management and administrative systems enable the effective provision of a quality service.</i></b>
7.3.1	Administrative systems and communication channels are established and maintained to ensure the effective operation of the service.
7.3.2	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
7.3.3	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
7.3.4	Appropriate governance arrangements are in place to manage the service.
7.3.5	The authority/ies responsible for administering the standard is/are notified about any relevant changes.
<b>7.4</b>	<b><i>Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.</i></b>
7.4.1	The provider, including managing bodies, any authorised supervisor/nominee engaged to be a manager (on and off-site) demonstrates their fitness and propriety.
7.4.2	The provider takes reasonable steps to ensure the fitness and propriety of educators, coordinators and staff.
7.4.3	The provider takes reasonable steps to ensure the fitness and propriety of any adults who reside in or are frequent visitors to a home based service while children are in care.
<b>7.5</b>	<b><i>Grievances and complaints are managed effectively.</i></b>
7.5.1	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
7.5.2	The authority/ies responsible for administering the standard is/are notified of complaints which allege a breach of legislation or a serious incident.
<b>7.6</b>	<b><i>Information is exchanged with families on a regular basis</i></b>
7.6.1	Current information about the service is available to families.
7.6.2	Information is available to families about their child which includes documentation of the child's learning, development and participation in the program.
7.6.3	Information provided by families is documented as appropriate.