Service Details

Service Name	Service Approval Number
Wheelers Hill Child Care Centre	1-1VLB7ZO
Primary Contact at Service	**Secondary Contact at Service**
Ms Simone Cheslett	Mrs. Kanwal Ahuja
Physical Location of Service	**Physical Location Contact Details**
Street: 305 - 307 Jells Road Suburb: Wheelers Hill State: VIC Postcode: 3150	Telephone: 03 9561 7789 Mobile: Email: wheelershillccc@bigpond.com
Approved Provider	**Nominated Supervisor**
Primary Contact: Colin Sann Telephone: 03 9530 6612 Mobile: 0419 307 365 Fax: 03 9560 6613 Email: colin.sann@bigpond.com Street: 67 South Road Suburb: Brighton State: VIC Postcode: 3186	Name: Simone Cheslett Telephone: 03 9561 7789 Mobile: 0431240920 Email: wheelershillccc@bigpond.com

Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening Time	**7:00am**	**7:00am**	**7:00am**	**7:00am**	**7:00am**	**Closed**	**Closed**
Closing Time	**6:30pm**	**6:30pm**	**6:30pm**	**6:30pm**	**6:30pm**	**Closed**	**Closed**

Additional Information about Your Service

Wheelers Hill Child Care Centre is open 52 weeks per year. The centre closes for gazetted public holidays. During the school holidays we take siblings under the age of six of the children currently enrolled as required.
The children are grouped according to age or specific requirement/ development. Our Baby room is for children from 0-12months (approx.), our Toddler 1 room is for children from 12-24 months (approx.), our Toddler 2 room is for children from 24-36months (approx.), and our Kinder 3 Room is 3-4 age children (approx.) and our Kinder 4 Room 4-5 years (approx.).
Nominated Supervisor – Simone Cheslett

Service Statement of Philosophy

Wheelers Hill Child Care Centre Philosophy

Firm Foundations • Thriving Children • A Connected Community

At Wheelers Hill Child Care Centre, we believe strong foundations grow through secure relationships, joyful play and a genuine sense of belonging. We are building a community where every child is known, every family is welcomed and every educator understands the importance of their contribution.

Children are at the heart of our community

We see children as capable, curious and active participants in their own learning. Each child brings their own strengths, interests, culture, experiences and ways of communicating. We respect their individual pace and support their confidence, independence, friendships and positive sense of self.
We listen to children's words, notice their cues and take their feelings seriously. Their ideas and choices help shape our environments, routines and programs. We want children to know their voice matters and that trusted adults will listen and respond.

Play is at the heart of learning

We believe play is essential to childhood and central to how children learn. Children need time and space to imagine, investigate, create, move, build relationships and experience the joy of discovery.
We protect meaningful periods of uninterrupted play. Through intentional teaching, educators observe, listen and thoughtfully extend children's thinking, knowing when to join, when to guide and when to allow children to lead. Children's interests and everyday experiences inform purposeful teaching, and through play children build the skills, dispositions and confidence that support a positive start to school.
Educators engage in critical reflection, individually and as a team, questioning and improving our practice so that every child's learning is supported.
Our indoor and outdoor environments invite exploration, creativity and achievable challenges. Music, movement, storytelling, nature and imaginative play enrich learning and wellbeing.

WHEELERS HILL
CHILDCARE CENTRE

Families belong here

We recognise families as children's first and most influential teachers. Understanding a child begins with knowing and respecting their family.
We welcome families to linger longer: to share a conversation, join an experience, ask a question or enjoy a moment with their child. These everyday connections build trust between home and our centre. Parents, carers, grandparents and other important people in children's lives are valued members of our community. We listen with care and work together through celebrations, transitions and challenges.

Our diverse team strengthens our community

Our educators bring different cultures, languages, experiences and professional strengths. We value this diversity and the opportunities it creates for children to develop understanding, respect and connection.
We set clear expectations for child safety and professional conduct from the start, and support every educator to grow through ongoing mentoring, professional learning and reflection.

Leadership is present and connected

We believe leadership should be visible, approachable and involved in everyday centre life, so that children and families know us and educators can easily access guidance and support. We lead through respectful communication, clear expectations, consistent follow-through and shared responsibility.

Safety, dignity and inclusion

Every child has the right to feel safe, respected and included. Protecting children is a shared responsibility, expressed through attentive supervision, responsive care, professional boundaries and action when concerns arise.
We recognise individual needs and work with families to support every child's participation. We respect different family structures, abilities, cultures, languages and beliefs, and actively challenge exclusion and bias. Children's dignity, comfort and emotional security guide our interactions and care routines.

Acknowledging Country and honouring stories

We acknowledge the Wurundjeri Woi Wurrung and Bunurong People, the Traditional Owners of the land on which we learn and play, and recognise their continuing connection to land and waterways. We pay our respects to Elders past, present and emerging. At centre events, our Acknowledgement of Country is a meaningful opportunity to recognise continuing connections to land, culture and community.

We honour Aboriginal and Torres Strait Islander Elders, teachers and storytellers who continue to keep stories, knowledge and traditions alive, as they have for more than 60,000 years. We recognise the importance of listening, learning and respectfully including Aboriginal and Torres Strait Islander perspectives in everyday experiences.
We are committed to cultural safety for Aboriginal and Torres Strait Islander children and families, so that they feel welcomed, respected and safe to express their identity and culture.
These connections deepen our understanding of belonging: knowing who we are, respecting those who came before us and recognising our place within a wider community.

We care for each other
We nurture wellbeing through warm relationships, nutritious food that respects individual dietary and cultural needs, movement, rest and responsive routines. Connections with local schools, community members and services help children experience belonging beyond our centre.

We care for our world
We encourage care for living things, respect for shared spaces and thoughtful use of resources. Through gardening, composting, recycling and caring for our worm farm, children learn about their place in the natural world and develop the knowledge and habits to help create a sustainable future.

Our philosophy grows with our community
Our philosophy has evolved through the contributions of families, staff, educators, children and leadership. It reflects our shared experiences, conversations and aspirations for Wheelers Hill.
It remains a living document. We continue to invite everyone's input, reflect on our practice and use feedback to strengthen what we do. Together, we bring this philosophy to life through everyday relationships, decisions and experiences.

Together, we create a community where every child can thrive.
Shaped by children, families, educators and leadership | October 2026

Quality Area 1: Educational Program and Practice

Quality Improvement Plan for QA1

Summary of Strengths for QA1

Strengths	• Educators provide a curriculum that supports all areas of children's learning and development, with a strong focus on each child's strengths, interests, wellbeing, and safety. A range of observation methods are used to inform planning and ensure programs are responsive to individual children. Educators communicate regularly with families about children's learning, development, and wellbeing through daily conversations and scheduled meetings, supporting transparency and shared responsibility for children's outcomes. • Educators demonstrate a strong commitment to play-based, exploratory learning that balances planned, intentional experiences with spontaneous learning opportunities. Programs are designed to support children's curiosity, agency, and confidence while ensuring emotional safety and a sense of security within the learning environment. • Observations are used to gather meaningful information about each child's interests, abilities, culture, and ideas. This information forms the foundation of planning and is regularly reviewed and adjusted. Families contribute through Child Profile forms at enrolment, enabling educators to develop a deeper understanding of each child. Children are actively consulted about their interests and preferences, ensuring children's voices are respected and embedded in the program. • Room routines are intentionally organised to provide long, uninterrupted periods of play, supporting children's wellbeing, engagement, and emotional regulation. Indoor and outdoor environments are used flexibly, allowing children to follow their interests and move freely between spaces while maintaining active supervision and safety. Educators provide one-on-one, small group, and whole group experiences to support collaboration, social development, and a strong sense of belonging. • Educators engage in ongoing professional development to strengthen their understanding of state and national curriculum frameworks, child development, and safe, inclusive practice. Professional learning is shared with the wider team through Educational Leader discussions, staff communication books, and planning meetings. The Educational Leader supports consistency by ensuring educators understand and confidently implement the planning cycle, including how child safety and wellbeing are embedded into daily practice. • Programs are planned to provide a balanced range of experiences that support repetition, consolidation, success, appropriate risk-taking, and challenge. Educators intentionally support children to explore, make choices, and build confidence within safe and supportive learning environments.

	• Each room leader follows a consistent cycle of planning, documenting, implementing, and evaluating learning for individuals and groups. Programs are informed by the **EYLF V2.0/VEYLDF** and reflect children's current interests, abilities, knowledge, and ideas. Educators use rest times to engage in reflective discussions about programming, identify areas for improvement, and share knowledge about children's learning and wellbeing to inform future planning. • Each child has an individual portfolio that is regularly updated and accessible to families. Portfolios include observations, learning stories, artwork, photographs, developmental information, and family input, supporting continuity of learning and strong partnerships with families. • Children's learning is also documented through digital portfolios on the Seesaw app, allowing families to view learning throughout the day, provide feedback, and communicate with educators. This platform strengthens family engagement, supports transparency, and ensures families remain informed partners in their child's learning, development, and wellbeing.

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

Exceeding themes	
1. Practice is embedded in service operations	At Wheelers Hill Child Care Centre, the EYLF V2.0/VEYLDF underpins all curriculum decisions and is embedded in daily practice. Educators link learning outcomes to observations within the planning cycle and use this information to plan intentional and spontaneous experiences. Children's voice is actively captured through one-on-one conversations, where educators invite children to share their interests, ideas, and preferences, and this information directly informs planning and environment set-ups. For example, when children expressed an interest in dramatic play and building together, educators added open-ended construction materials and role-play resources to the learning environment, which were then extended through planned and spontaneous experiences**.** Children's interests gathered through observations, individual conversations, and family input are reflected in room programs and learning experiences. The Educational Leader works alongside room leaders through one-on-one

	discussions, staff meetings, and in-room mentoring during Educational Leader planning time to ensure consistent, high-quality programming, with children's wellbeing and safety prioritised across routines, transitions, and play.
2. Practice is informed by critical reflection	Room leaders maintain critical reflective journals to examine philosophical and theoretical influences on curriculum decisions and identify opportunities to strengthen the educational program. Critical reflection is embedded through regular staff meetings and rest-time discussions, where educators collaboratively reflect on what is working well, challenges observed, and how practice impacts children's engagement, wellbeing, and safety. Agreed actions and next steps are documented in meeting minutes to support ongoing review and continuous improvement. For example, through reflection, educators identified that children demonstrated deeper engagement during spontaneous, child-led play. In response, greater flexibility was built into the daily program to allow spontaneous experiences to emerge. When children showed sustained interest in building ramps outdoors, educators extended the play by adding loose parts, planks, and balls, temporarily pausing planned experiences. This spontaneous learning was documented, reflected upon, and used to inform future planning, supporting children's collaboration, problem-solving, confidence, and safe risk-taking. Daily snapshot reflections shared on the Seesaw app further support reflection by allowing educators, children, and families to revisit learning experiences and inform ongoing planning decisions.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are actively engaged as partners in the educational program and are provided with multiple opportunities to share feedback and insights about the program, routines, and centre operations. Family input is gathered through informal conversations with educators and leadership, communication via the Seesaw app and email, feedback forms located in the foyer, and access to the programs displayed in rooms. Educators regularly share the educational program through Seesaw, inviting families to contribute their understanding of their child's interests, strengths, routines, culture, and wellbeing. For example, when families shared that some children were hesitant to try new foods at home, educators responded by incorporating regular cooking experiences into the program. Children were involved in preparing simple recipes, discussing ingredients, and tasting foods together in a supportive and safe environment**.** This family input directly informed planning decisions, supported children's confidence around food, and strengthened continuity of learning between home and the service.

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

Exceeding themes	
1. Practice is embedded in service operations	Educators intentionally extend each child's learning through open-ended questioning, responsive interactions, and play-based strategies that support participation, thinking, and confidence. A shared list of open-ended questions is displayed in each room to support educators to confidently scaffold learning and make purposeful curriculum decisions. Each child's interests are documented through the planning cycle and intentionally extended through both planned and spontaneous experiences. Educators regularly use spontaneous teaching moments to follow children's ideas, extend play, and deepen learning. Planning displays include a dedicated section for documenting spontaneous and intentional teaching, ensuring these responsive moments are captured and inform ongoing practice. For example, when children show interest in a planned experience, educators add additional resources or adapt the experience in the moment to extend learning and encourage further exploration.
2. Practice is informed by critical reflection	Educators reflect with children during group times and team discussions to evaluate how routines and experiences support learning, independence, and wellbeing. Through reflection, educators identified mealtimes as valuable opportunities for active participation and learning. As a result, practices were adjusted to intentionally extend learning during routines. For example, children are supported to: • Serve their own fruit at morning and afternoon tea • Set tables using placemats • Scrape leftover food into the compost bin • Collect leftover water to care for plants • Assist with setting up learning environments and outdoor spaces

	These reflective changes support children's independence, responsibility, collaboration, and confidence, while embedding meaningful learning opportunities into everyday routines.
3. Practice is shaped by meaningful engagement with families, and/or community	Families are actively involved in children's learning through ongoing opportunities to contribute to observation, planning, and reflection. Observation templates and individual portfolios include dedicated sections for family feedback, and families are encouraged to view and contribute to their child's learning documentation. Family discussions are used to gather information about children's interests, cultural backgrounds, and significant events, which are then intentionally incorporated into programming and planning decisions. Educators actively extend children's learning into the community by responding to children's interests and drawing on family and community expertise. For example, when children showed interest in school and classroom play, a family member who is a primary school teacher was invited to visit the service to talk about what school is like, read stories, and engage children in school-related experiences. In response to children's interest in cooking, families were also invited to share special home recipes, which were incorporated into cooking experiences within the program. These experiences reflect the cultural diversity of the service community and support children's sense of belonging, confidence, and readiness for school.

Exceeding themes	
1. Practice is embedded in service operations	Educators follow a consistent and ongoing cycle of observation, analysis of learning, documentation, planning, implementation, and reflection to support each child's learning, development, and wellbeing. A range of assessment methods is used to gather information about children's knowledge, strengths, interests, ideas, culture, and emotional needs. This information is collected through enrolment documentation and family input, ongoing conversations with children, and observations recorded within the planning cycle. Observations and assessments are shared collaboratively within room teams to ensure a consistent understanding of each child and to support collective decision-making. This collaborative approach ensures all educators contribute to planning and that programs remain responsive, inclusive, and child centred. For example, through observations and team reflection, educators identified that a small group of children were hesitant to participate in large group experiences. In response, educators adjusted planning to include more small-group and one-on-one experiences, gradually supporting children's confidence and engagement. These adjustments were documented, reviewed, and used to inform future planning, ensuring learning experiences were responsive to children's individual needs and wellbeing.
2. Practice is informed by critical reflection	At the end of each planning cycle, educators intentionally evaluate the program to reflect on children's learning, engagement, and wellbeing. These reflections are used to identify effective practices and areas requiring adjustment. Educators also use allocated planning time to critically reflect on teaching strategies, learning environments, and routines to improve practice and strengthen outcomes for children. For example, through reflection, educators identified that some children were disengaging during long group times. In response, the program was adjusted to include shorter, more flexible group experiences and increased opportunities for small-group and play-based learning. These changes were documented, reviewed in subsequent planning cycles, and resulted in improved participation, confidence, and engagement for children.
3. Practice is shaped by meaningful engagement with families, and/or	As part of the enrolment process, families are invited to share detailed information about their child, including interests, languages spoken at home, cultural background and traditions, preferred activities, routines, favourite foods, goals and expectations, skills and abilities, and any medical or health needs. This information provides

community	educators with a strong foundation for building respectful relationships and understanding each child within their family and cultural context. Educators actively use this enrolment information alongside ongoing observations and conversations to inform programming, planning, and goal setting. For example, when families shared that children were exposed to multiple languages at home, educators intentionally incorporated key words, songs, and greetings from those languages into daily routines and learning experiences. This supported children's sense of identity and belonging and ensured the program reflected the lived experiences of children and their families. This collaborative, family-inclusive approach is embedded in the service philosophy and underpins high-quality practice across the service.

Key Improvements Sought for QA1

Standard/Element	Element 1.1.2 – Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Identified Issue	While educators consistently observe children's interests and strengths, there is a need to strengthen how spontaneous learning moments are captured and used to inform the program. Educators regularly respond to children's ideas in the moment; however, these spontaneous extensions of learning are not always consistently documented or clearly linked back to individual children's learning within the planning cycle. Further support is required to ensure that children's ideas, interests, and learning demonstrated during spontaneous play are intentionally recorded, reflected upon, and used as a foundation for future planning. Strengthening this practice will ensure the program more clearly reflects each child's current learning and supports continuity and depth of learning over time.

Standard/Element	Element 1.2.2 – Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.
	While educators regularly respond to children's interests and engage in spontaneous teaching moments, these

Identified Issue	moments are not always consistently documented or clearly reflected within the planning cycle. As a result, some responsive interactions and learning extensions are not captured, evaluated, or intentionally used to inform future planning. Educators require further support to confidently recognise, record, and reflect on spontaneous teaching moments to ensure children's learning is consistently extended, visible, and embedded within ongoing program planning and evaluation.

Standard/Element	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.
Identified Issue	While educators follow an established assessment and planning cycle, there is a need to strengthen how spontaneous observations and in-the-moment learning are consistently documented and evaluated as part of this cycle. Educators regularly observe and respond to children's learning during play; however, these spontaneous moments are not always clearly analysed or intentionally carried through to planning and reflection. Further support is required to ensure spontaneous observations are captured, linked to learning outcomes, and used to inform future planning for individual children and groups. Strengthening this practice will support continuity of learning, make children's progress more visible, and ensure assessment and planning practices fully reflect children's learning as it occurs throughout the day.

Improvement Plan

Standa	What outcome or	Priority	How will we get	Success measure	By when?	Progress Notes

rd/ Element	goal do we seek?	(L/M/H)	this outcome? (Steps)			
1.1.2 Child-centred	To ensure children's ideas, interests, and learning demonstrated during spontaneous play are consistently captured, documented, and used as the foundation for future program planning.	H	• Support educators to intentionally record spontaneous learning moments using simple jottings and planning notes • Embed a clear space within room planning for documenting spontaneous observations • Use team discussions to reflect on spontaneous learning and identify how it informs future	• Spontaneous learning moments are consistently documented across rooms • Children's interests and ideas are clearly visible in planning and follow-up experiences • Educators confidently articulate how children's spontaneous learning informs the program	Ongoing (reviewed each planning cycle)	January 2026 • The service implemented the 2026 Planning & Documentation Guide, strengthening child-centred planning and documentation practices across all rooms. • Educators use a range of observation types, including jottings, photo observations, anecdotal records, group observations, and learning stories, to

			experiences • Ensure spontaneous learning is reviewed and linked to the planning cycle			capture children's interests, strengths, and learning in authentic ways. • Spontaneous learning moments are intentionally documented and used as valid evidence to inform planning, ensuring children's ideas and emerging interests shape the program. • Planning cycles are guided by children's learning rather than fixed

						timeframes, while maintaining a monthly planning structure to ensure equity and continuity. • Term-based learning goals are set for each child and are informed by both planned and spontaneous documentation, supporting continuity and progression of learning over time. • July 2026 — Slow pedagogy was introduced as an approach to planning. Centre

						planning moved from a fortnightly to a monthly cycle, giving educators more time to intentionally capture, reflect on, and embed spontaneous learning moments within planning, rather than being constrained by shorter fortnightly timeframes.
1.2.2 Respon sive	To strengthen educators' ability to recognise, extend,	M	Support educators to intentionally recognise and	• Spontaneous teaching moments are consistently documented across rooms.	Ongoing (reviewed each	• February 2026 - Planning displays

Teaching and Scaffolding	and consistently document spontaneous teaching moments that scaffold children's learning and respond to children's ideas and play.		respond to spontaneous learning opportunities using open-ended questions and in-the-moment interactions. • Provide clear spaces within planning displays to document spontaneous teaching and learning extensions. • Encourage educators to adapt or pause planned experiences to follow children's interests when appropriate. • Use planning time and team discussions to reflect on spontaneous teaching moments and how they inform	• Open-ended questioning and scaffolding are visible in both practice and documentation. • Educators confidently explain how spontaneous teaching extends children's learning and informs planning.	planning cycle)	include sections for both intentional and spontaneous teaching. • June 2026 — A new page was added to the planning template specifically for spontaneous teaching and learning moments, to highlight its importance and prompt educators to document it intentionally. • 18 June 2026 — Discussed at length during a staff meeting to build shared understanding

			future planning.			and consistency across rooms in documenting spontaneous teaching moments. This remains an area for continued focus.
1.3.1 Assessment and Planning Cycle	To strengthen consistency in capturing, analysing, and using spontaneous observations as part of the ongoing assessment and planning cycle to support each child's learning and development.	**M**	• Support educators to document spontaneous observations using jottings, photos, and brief anecdotal notes. • The Educational Leader will model effective spontaneous documentation and clarify expectations for what to capture and how to link	• Spontaneous observations are consistently included within assessment and planning documentation. • Documentation shows clear links between observations, analysis of learning, and future planning. • Educators confidently explain how spontaneous learning informs planning for	Ongoing	February 2026 • The 2026 Planning & Documentation Guide is used consistently across the service. • Educators document spontaneous observations using jottings, photo

			observations to learning. • Ensure spontaneous observations are intentionally analysed and linked to learning outcomes and term-based learning goals. • The Educational Leader will provide prompts and guidance during planning time to support educators to analyse spontaneous documentation and identify meaningful next steps. • Use planning time and team discussions to review spontaneous documentation and inform future planning.	individuals and groups. • Increased consistency in documentation practices across rooms.		observations, and brief anecdotal records. • Spontaneous observations are analysed and linked to learning outcomes and term-based goals. • Educational Leader modelling, planning support, and reflective discussions are documented. • Room leaders trialled updated documentation approaches in Term 1, with practices extended to

			• The Educational Leader will facilitate reflective discussions with room leaders to support consistency and confidence across rooms. • Maintain a monthly planning structure to ensure all children are considered, while allowing flexibility for learning that emerges outside set timeframes.			assistant educators. • June 2026 — Summative assessments were completed for all children, assessing their learning and development against the EYLF. This demonstrates the assessment and planning cycle operating consistently and as intended: each child's spontaneous and planned observations across the term were drawn

						together, analysed, and used to form a clear picture of their learning against EYLF outcomes. This directly supports the goal of ensuring spontaneous observations are captured, linked to learning outcomes, and consistently reflected in assessment and planning documentation for every child across all rooms.

Quality Area 2: Children's Health and Safety

Quality Improvement Plan for QA2

Summary of Strengths for QA2

Strengths	• Children's health, safety, and wellbeing are prioritised across all aspects of the service. All children are provided with opportunities for rest or sleep in calm, supportive environments, including dimmed lighting and relaxing music. Children who do not wish to sleep are offered quiet, restorative activities. In the Kinder 4 room, meditation and breathing techniques are used to support children to regulate, relax, and rest their bodies. • The service maintains high standards of infection control. Families are promptly notified when illness or infection is present within the service, and children are excluded in line with health guidelines until medically cleared to return. Relevant authorities are notified when required, ensuring compliance with regulatory and public health requirements. • A nutritious and inclusive menu is provided that meets all dietary requirements. Healthy eating is actively promoted through learning experiences, displays, and initiatives such as Healthy Living Week. A four-weekly rotating menu is displayed in the foyer, and daily menus are visible near the sign-in area to support transparency and family awareness. • Children with allergies and medical conditions are carefully supported through clear, well-documented processes. Medical action plans and risk minimisation plans are completed in consultation with families and medical practitioners, regularly reviewed, and readily accessible in rooms, the staff room, and kitchen. All staff are informed of children's medical needs through induction and ongoing communication. When a child is diagnosed with anaphylaxis, families are supported to complete all documentation, and the service communicates food safety requirements clearly to all families. • Effective hygiene practices are embedded into daily routines. Children are supported with regular handwashing, and hygiene resources such as wipes, tissues, and sanitiser are readily available. Each room follows a toy cleaning checklist, with mouthed toys removed and cleaned promptly to minimise the spread of germs. • Physical activity is promoted through a balance of planned and spontaneous experiences that are developmentally

	appropriate for all children. The service offers regular movement opportunities, including the weekly Happy Feet incursion for Kinder 3 and 4 children, supporting gross motor development, coordination, and enjoyment of physical activity. The Kelly Sports Program is also included fortnightly for Kinder 3 and 4. • Sun protection is embedded in daily practice. All staff wear SunSmart bucket hats outdoors when the UV is 3 or above, role modelling sun-safe behaviour for children, in line with the service's Sun Protection and Staffing Arrangements policies. • Staff demonstrate strong emergency preparedness and response. All educators hold current HLTAID012 First Aid certification, with CPR training completed annually. Accident and medication records are completed accurately, and families are promptly informed of injuries in accordance with service procedures. Emergency evacuation and lockdown drills are conducted every three months and documented in the Emergency Evacuation folder. • Active supervision is embedded across all environments and routines, including regular headcounts and roll calls, particularly in high-risk areas. Educators remain vigilant during arrival and departure times, ensuring supervision is maintained even while engaging with families. • Learning environments and experiences are carefully planned to be age-appropriate, developmentally suitable, and safe, ensuring children can explore, move, and learn confidently within secure and supportive settings.

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

Exceeding themes	
1. Practice is embedded in service operations	The enrolment process is used to gather comprehensive information about each child's health and medical needs, including asthma, allergies, anaphylaxis, diabetes, and any other health requirements. This information is shared

	with all educators and is clearly displayed in rooms, the staff room, and the kitchen to ensure consistent awareness and response. Educators, in collaboration with the Centre Director, ensure all medical management plans, risk minimisation plans, and medications are current, in date, and easily accessible. Fully stocked first aid kits are available in all rooms, as well as in the office and kitchen. The service adheres to clear injury and illness management policies to support children's health and wellbeing. Medication is administered safely and in accordance with service procedures when authorised by families. Strict processes are in place for the storage and administration of medication, including the requirement for two educators to be present during administration to verify medication details and documentation. Infectious disease management practices are consistently followed. Families are promptly notified of infectious illnesses through email communication and notices displayed at the front door. Exclusion periods are implemented in line with current Department health guidelines to minimise the spread of illness and protect the health of all children and staff. The service is further supported by a General Practitioner who visits the centre fortnightly to provide medical consultations for enrolled children. Families provide written consent prior to appointments, and this bulk-billed service allows the doctor to complete medical action plans, provide prescriptions, and administer immunisations as required. This practice supports timely access to medical care and adds significant value for working families by reducing the need for appointments outside work hours.
2. Practice is informed by critical reflection	Critical reflection is used to continuously evaluate and improve practices that support children's health, wellbeing, and comfort. Through discussions with the Kinder 4 children, educators reflected on how rest times could better meet children's needs for relaxation and self-regulation. As a result, a quiet rest time was introduced, allowing children to actively participate in decisions about their wellbeing. This includes: • Listening to calm music • Listening to audiobooks • Guided meditation and breathing exercises • Quiet activities such as puzzles and books This approach reflects the service philosophy, which values children's voice and recognises children as active participants in decisions that support their wellbeing and comfort. Critical reflection is also evident in healthy eating practices. The centre chef regularly engages with children during

	mealtimes to discuss menu choices and gather feedback. For example, after children shared a preference for rice rather than rice noodles, the menu was adjusted to trial rice-based meals. This change was well received by the children and has since been incorporated into menu planning, demonstrating how children's feedback informs responsive, health-promoting practices. Weekly consultations between Chef Mel and the leadership team ensure that children's dietary requirements, allergies, cultural needs and family preferences are considered in menu planning and food preparation. Changes to a child's needs are shared promptly, and dietary requirements documentation is updated monthly, so that meals are safe, inclusive and responsive to each child. These dietary requirements reviews form part of the service's Child Safe Standards practice, recognising that safe, culturally respectful mealtimes are part of keeping children safe.
3. Practice is shaped by meaningful engagement with families, and/or community	The service works in close partnership with families to support children's changing health, physical, and wellbeing needs. Educators regularly engage with families to discuss individual requirements, including children's comfort needs, use of comforters, rest routines, and strategies to support children when unsettled. This ongoing communication ensures consistent and responsive care between home and the service. Children's health and physical activity are actively promoted through meaningful engagement with families and community providers. The service offers a weekly Happy Feet incursion for Kinder 3 and 4 children, providing fun and engaging fitness experiences, and a fortnightly Kelly Sports program for Kinder 3 and 4 children to support gross motor development, coordination, and enjoyment of physical activity. Community engagement is further strengthened through annual visits from AFL Victoria, promoting physical activity and encouraging children's involvement in local sporting clubs. Healthy eating practices are supported through strong family partnerships. A Recipe Sharing Wall is displayed in the foyer, inviting families to share healthy recipes with each other and with the service chef. Families regularly request service recipes, which are shared to support continuity of healthy eating at home. Chef Mel is available to families to talk about their children, including eating habits, cultural food practices and preferences, and menu planning. She provides strategies to support the introduction of new foods and ensures menus are culturally safe and inclusive. New menu items are trialled based on children's feedback, and meals reflect a variety of cuisines that acknowledge the service's diverse community. The service follows the Australian Dietary Guidelines to ensure children receive healthy, nutritious meals each

	day. Families are informed of any menu changes via email or displayed notices and receive daily information about their child's food intake, sleep, and wellbeing, supporting transparency and strong partnerships.

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	Emergency management procedures are embedded into daily practice. The service conducts emergency evacuation and lockdown drills regularly, at least once every three months, and records each drill in the Emergency Evacuation folder. Following each drill, educators and management reflect on the process to identify any issues or areas for improvement. Where required, procedures and policies are updated promptly to strengthen safety and clarity for staff and children. Robust systems are in place to ensure children are protected at all times during arrival, departure, and throughout the day. All visitors are required to sign in and out and provide a valid Working With Children Check. The service follows clear delivery and collection procedures to ensure children are only released to authorised persons listed on enrolment records. Identification is checked and confirmed at collection time to maintain child safety and security. Daily safety and environment checklists are completed in each room to ensure equipment and learning environments are safe and well maintained. Any hazards or unsafe items are removed immediately. A maintenance register, located in the staff room, allows educators to document maintenance issues, which management addresses in a timely manner to minimise risk. Children are removed from unsafe areas immediately to prevent injury.

	Sleep and rest risk assessments and outdoor environment risk assessments are completed quarterly, more often than the minimum of once every 12 months required for sleep and rest under Regulation 84C. This keeps risks under regular review as children, rooms and environments change. Active supervision is embedded across all routines and environments. Educators position themselves effectively, with heightened supervision in high-risk areas and during toileting, sleep, rest, and transition times. Outdoor supervision layouts are displayed, highlighting high-risk areas and where educators should stand in each yard, supporting consistent and vigilant supervision practices. The Director regularly carries out supervision checks to ensure active supervision practices and the service's supervision policies are followed consistently. Child Safe Standards information is visible in many places across the service, including the Child Safe Standards printed on staff timesheets, so that staff see them every shift and child safety is part of everyday practice. A Child Safe Standards wall near the staff room displays evidence of how the service meets each of the Standards. Information on the Child Safe Standards, the Reportable Conduct Scheme and the Code of Conduct is kept in each educator's professional portfolio and in the office, so staff can refer to it at any time. Leadership regularly checks educators' portfolios and asks staff questions about child safety and their responsibilities, to confirm understanding and keep it current.
2. Practice is informed by critical reflection	Educators regularly engage in reflective discussions as a team to strengthen practices that support child safety and protection. For example, when the *Safe Use of Digital Devices and Online Environments* policy was introduced, a staff meeting was held to critically reflect on the policy changes, clarify expectations, and discuss how the policy would be implemented consistently across the service. All educators reviewed the policy, discussed practical implications, and formally acknowledged their understanding to ensure safe and appropriate practice. Child protection practices are continuously strengthened through reflection, training, and shared responsibility. All educators at Wheelers Hill Child Care Centre complete Department of Education child protection training and regularly refresh their mandatory reporting training via the Victorian Government's online mandatory reporting training. Educators raise concerns with the Director straight away and make their own report to Child Protection when they form a reasonable belief that a child is at risk. Reflective discussions are then used to determine appropriate next steps and actions. In situations where concerns have arisen, educators have maintained documented observation logs to support accurate record-keeping and informed decision-making. All educators demonstrate a clear understanding of their responsibilities as mandatory reporters, ensuring children’s safety and

	wellbeing remain central to practice.
3. Practice is shaped by meaningful engagement with families, and/or community	The service works in partnership with families to support each child's safety and wellbeing. From enrolment and throughout a child's time at the service, educators actively engage with families to discuss any safety concerns or individual circumstances that may impact a child's protection. Where families are involved in legal arrangements such as court or custody orders, the service works closely with families to ensure documentation is current, confidential, and communicated clearly to relevant staff. Educators follow all legal requirements to ensure children are released only in accordance with authorised arrangements, maintaining children's safety and security at all times. The service also responds to family and community input to strengthen children's understanding of personal and environmental safety. For example, following family feedback about the prevalence of pets, particularly dogs, within the community, the service incorporated pet safety into the program. A yearly incursion by Responsible Pet Ownership is organised to educate children about safe interactions with animals, supporting children to recognise risks and develop protective behaviours. Strong connections are maintained with local emergency services, including police, ambulance, and fire brigade. These partnerships support children's understanding of safety and emergency responses. The service has previously hosted visits from police and plans to continue engaging emergency services as part of the program, reinforcing safety awareness and community connection.

Key Improvements Sought for QA2

Standard/Element	2.1.2 – Effective illness and injury management and hygiene practices are promoted and implemented.
Identified issue	While effective illness, injury management, and hygiene practices are in place and followed across the service, there is an opportunity to strengthen consistency in how these practices are embedded, explained, and reinforced across all rooms and routines. Educators implement hygiene procedures daily; however, there is a need to ensure practices are applied consistently and intentionally, and that children are supported to develop a shared understanding of hygiene and health-promoting behaviours.

	The service seeks to strengthen consistency in educator practice to ensure hygiene routines are implemented and communicated in a clear, purposeful way that supports children's wellbeing and illness prevention.

Standard/Element	2.2.1 – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Identified issue	Active supervision is embedded across the service, supported by outdoor supervision layouts and regular supervision checks by the Director. There is an opportunity to deepen educators' shared understanding of effective positioning across all indoor and outdoor spaces, and to include children's voice in how supervision is planned, so that practice is consistent across rooms, educators and times of day.

Standard/Element	2.2.3 – Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
Identified issue	While management, educators, and staff demonstrate a strong awareness of their responsibilities in relation to child safety and protection, there is an opportunity to further strengthen consistency, confidence, and shared understanding across the service. In particular, the service seeks to ensure that all educators feel confident in identifying early signs of risk, responding appropriately to concerns, and following clear reporting and documentation processes in a timely and consistent manner. The service aims to strengthen a proactive, child-safe culture where educators feel supported to raise concerns, engage in reflective discussions, and apply child protection procedures consistently to ensure every child is safe, supported, and protected from harm.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
2.1.2 – Illness, injury & hygiene practices	To strengthen consistency in how hygiene, illness, and injury management practices are implemented, explained, and reinforced across all rooms and routines, supporting children's health and wellbeing.	M	• Clarify shared expectations for hygiene practices (e.g. handwashing, respiratory hygiene, cleaning routines) across all rooms. • Support educators to intentionally explain hygiene routines to children as part of daily practice. • Use team discussions to reflect on hygiene practices and identify opportunities for greater consistency. • The Educational Leader will monitor implementation and provide guidance where required to support consistent practice.	• Hygiene practices are implemented consistently across all rooms. • Educators confidently explain hygiene routines to children. • Children demonstrate increased awareness of hygiene practices through daily routines.	Ongoing	February 2026 • The Educational Leader reviewed toy cleaning checklists with educators and updated procedures to strengthen consistency in hygiene practices across rooms. • Following staff feedback, the service is currently researching higher-grade cleaning products for children's toilets to further strengthen infection control and hygiene practice • Educators now use separate colour-coded chux cloths for different areas within rooms (e.g.

						toileting areas, tables, general surfaces) to reduce cross-contamination and support safe cleaning practices. • March 2026 — The toy cleaning checklist was updated to further strengthen consistency in hygiene practices across rooms. • April 2026 — The medical management system was strengthened. A new risk minimisation plan template was introduced for children with medical conditions, and a medication and medical action plan expiry tracker was set up so that

						expiry dates are monitored. Educators remind families before medication or action plans expire, so documents and medication are renewed before they lapse. Leadership oversees medical management through a master folder kept in the office and available to all staff. It holds each child's medical action plan, risk minimisation plan and communication plan, alongside the copies in rooms, the staff room and the kitchen, so a current copy is always available, including for relief staff and in an emergency. Families sign off

						their child's communication plan and medical management documents, so plans are agreed with families and accurate. • May 2026 — Easy-to-use soap dispensers were introduced to support children's independence with handwashing. • October 2026 — The service moved to food grade sanitiser and food grade gloves for use in all rooms. The sanitiser was demonstrated to staff at the 13 October staff meeting, supporting consistent hygiene,

						food safety and infection control practice. • October 2026 — The Incident, Injury, Trauma and Illness record was redesigned and checked against the Department's July 2026 sample template. It includes a serious incident decision guide aligned to VECRA notification requirements, a notification log, and family acknowledgement, replacing the previous forms in use. • October 2026 — Staff were reminded to keep the photos

						on children's medical action plans (including anaphylaxis, allergy and asthma plans) up to date, with staff taking new photos themselves so that all staff, including relief staff, can recognise children in an emergency. Staff were also asked to check that each plan is current and that the medication on hand matches it. • October 2026 — Following a concern raised at the 13 October staff meeting, staff were given guidance on using a cold compress after minor head bumps, based on Royal

						Children's Hospital Melbourne information. The guidance covers observing the child, notifying families, red flags that need emergency care, and recording the incident.
2.2.1 Active supervision	To strengthen consistent, intentional active supervision across all indoor and outdoor spaces through a service-wide supervision project that includes children's voice.	M	• Run a supervision project across all rooms and yards in November 2026, led by the Director and Educational Leader. • Review and update indoor and outdoor supervision plans for each room and yard, marking educator positions, high-risk areas and blind spots. • Revisit active supervision	• Updated supervision plans are displayed for every room and yard. • Educators can explain where they position themselves and why. • Children's ideas are visible in the supervision plans and display. • Director supervision checks show consistent positioning across rooms and yards.	November – December 2026	• October 2026 — A supervision project was planned for November 2026 to review supervision plans across all rooms and yards, revisit active supervision strategies with staff, and include children's voice in how supervision is planned.

			strategies with staff at a staff meeting, including positioning, scanning, listening, anticipating behaviour, and engaging with and extending children's play. • Invite children to share their perspective, for example by drawing or marking on floor plans where educators should stand and which areas need watching. • Use photos of educator positioning during play to reflect on effective and less effective positions, including in the Baby and Toddler rooms.			

			• Display the project and updated plans for staff and families, and use the findings to update supervision layouts and quarterly risk assessments.			
2.2.3 Child Safety and Protection	To proactively strengthen a child-safe culture where children's safety, privacy, and protection are prioritised across all practices, including digital environments.	H	• Revisit child safety and protection responsibilities during staff meetings, including vigilance and reporting pathways. • Review and reinforce the *Safe Use of Digital Devices and Online Environments* policy with all educators. • Update social media and photography practices so images shared	• Educators consistently apply child-safe and privacy-focused practices. • Publicly shared images do not identify individual children. • Staff demonstrate confidence in child safety responsibilities and digital practices.	Ongoing	• May 2026 — The service reviewed its social media and photography practices and decided not to post children's faces or other identifiable images publicly, to strengthen children's privacy and safety online. • June 2026 — All staff completed mandatory GECCKO training. Child safety and protection remain a standing high-priority item on staff

			publicly do not personally identify children (e.g. hands, backs of heads, learning materials, environments). • The Director and Educational Leader will model and provide examples of child-safe photography practices. • Maintain annual mandatory reporting and child protection training for all staff.			meeting agendas, to maintain vigilance, reinforce reporting pathways, and support a proactive, child-safe culture. • 18 June 2026 — The staff meeting focused on the Reportable Conduct Scheme and mandatory reporting, including each educator's own duty to report to Child Protection and how allegations about staff are reported to the approved provider, VECRA and the Social Services Regulator. • August 2026 — The leadership team began conducting walk-throughs and check-ins with staff to check their understanding of

						child safety and protection responsibilities, supporting consistent, confident practice across the service. The walk-throughs found that some staff were able to answer questions about child safety responsibilities accurately, while others needed reminders. Reminder notices were provided to staff, and each educator keeps key child safety information in their professional portfolio to refer to. • June 2026 — Three staff members attended training on embedding protective behaviours and

						body safety in practice, to strengthen the service's approach to child safety education and protective behaviours across the program. • October 2026 — Staff were reminded of phone and information-sharing protocols: verifying callers against enrolment records, not discussing custody matters or incident details over the phone, and logging important calls, to protect children's and families' privacy and safety. • October 2026 — The Providing a Child-Safe Environment and

						Safe Use of Digital Technologies and Online Environments policies were updated so that only faceless images of children are posted, and only on WHCC's own Facebook page and website. Images and information about WHCC children are not shared with Trident Early Learning or its other centres. Personal devices, including smartwatches, are not worn or used while working directly with children, and this rule is now the same across all relevant policies.

Quality Area 3: Physical Environment
Quality Improvement Plan for QA 3

Summary of Strengths for QA3

Strengths	• The service maintains safe, well-maintained physical environments that support children's learning, play, and wellbeing. A maintenance register, located in the staff room, allows educators to record any maintenance issues as they arise. These are reviewed by the Centre Director and addressed promptly by the maintenance team. • Educators complete daily playground, room, and cleaning checks to ensure environments and equipment are safe, clean, and suitable for use. The service has regular access to a maintenance service to ensure equipment remains in safe working condition. • Outdoor environments are thoughtfully designed to support engagement, movement, and challenge. The service features synthetic grass areas, shaded sandpits, and tree-filled outdoor spaces, particularly in the Kinder and Toddler 2 yards. Large outdoor yards include swings, slides, climbing frames, cubby houses, mud kitchens, and sandpits, which are rotated and refreshed to maintain children's interest and engagement. • The outdoor program intentionally supports the development of gross motor skills, risk-taking, and physical challenge, while also offering quieter experiences such as book reading, block play, art and craft, balancing activities, and outdoor construction play. Physical activity is also provided indoors in safe and developmentally appropriate ways, particularly during winter months. • Educators have embedded gardening and sustainability practices within the outdoor environment. Children participate in planting and caring for fruit, vegetables, and herbs, feeding the worm farm and compost bin, and learning about recycling using clearly labelled bins in each room. Worm farm liquid ("worm wee") is collected and used in the garden, with excess shared with families to extend sustainable practices into the home. • The design of the centre supports effective supervision across both indoor and outdoor spaces. Educators position themselves intentionally to maintain clear sightlines, and the service's four outdoor yards allow all children to access outdoor play simultaneously while remaining safely supervised. • Resources are inclusive and accessible. The service provides multiple quantities of materials to support shared play

	and reduce exclusion, particularly in art and craft experiences. Resources cater to children of varying abilities, ensuring equitable participation and engagement.

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	The design of the service supports safe, effective operation and children's learning and wellbeing. All rooms have direct access to both indoor and outdoor areas, which are equipped with developmentally appropriate fixtures, furniture, and resources. Environments are well maintained through daily checks, including raking, sweeping, and wiping wet or high-use equipment to ensure safety and cleanliness. Indoor environments are designed to provide a balance of quiet and active learning spaces, supporting solitary play, small group experiences, and large group interactions. Children are able to move freely between spaces, promoting choice, independence, and engagement. Outdoor environments are dynamic and flexible, offering a combination of fixed and movable equipment that supports children's developing physical skills, confidence, and risk-taking. The outdoor layout includes both quiet and active zones, as well as natural elements such as the worm farm and vegetable garden, which promote connection to and respect for the natural environment. Recently, a cubby house was added to the Kinder yard to provide children with a defined space for imaginative play, social interaction, and opportunities for privacy, supporting children's social and emotional development. The overall design of the service supports active supervision at all times, with clear sightlines and intentional educator positioning. At the same time, spaces are thoughtfully arranged to provide opportunities for children to experience privacy, independence, and self-directed play in a safe and supportive way.
2. Practice is informed by critical reflection	Educators regularly engage in reflective discussions during room meetings to evaluate how environments can remain inviting, challenging, and safe for children. These reflections are guided by the service philosophy, which

	promotes a play-based approach and flexible indoor–outdoor program. Educators consider how the use of space, resources, and equipment supports children's learning, engagement, and safe participation. Children's voices are actively included in this reflective process. During group times, educators involve children in discussions about how spaces and materials are used, how to use equipment safely, and what resources they would like added to their play areas. Educators model and demonstrate the safe use of new or unfamiliar equipment to support children's understanding and risk awareness. Critical reflection is also used to identify and respond promptly to safety concerns within the environment. For example, during family grouping, educators identified that the placement of highchairs in the baby room was creating a potential tripping hazard. This was addressed immediately by rearranging the room layout to improve visibility, movement flow, and safety. This proactive, reflective approach supports continuous improvement and accident prevention across the service.
3. Practice is shaped by meaningful engagement with families, and/or community	The service values family feedback and uses it to inform decisions about the design and use of spaces. Families frequently comment during tours on the large outdoor play areas, noting their excitement about the opportunities these spaces provide for outdoor play, physical activity, and exploration. This feedback affirms the service's ongoing commitment to maintaining spacious, engaging outdoor environments that support children's learning and wellbeing. The design of the service supports accessibility and inclusion for all children and families. The service provides a designated disabled access parking space, ample service-only parking, and a ramp at the front entrance to support access for wheelchairs, prams, and deliveries. These features ensure the environment is welcoming and accessible for all members of the community. Consideration is also given to family movement and safety during daily routines. The layout of the service supports smooth navigation and minimises congestion during drop-off and pick-up times, creating a calm, safe, and welcoming experience for children and families.

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	Sustainable practices and environmental responsibility are embedded into daily practice across the service. A dedicated Sustainability Team leads and supports initiatives that build children's understanding of caring for the environment. These practices include: • Composting • Gardening • Maintaining a worm farm • Recycling • Using re-purposed and recycled materials Children are active participants in sustainable practices, with educators intentionally providing opportunities for children to engage in experiences such as growing and preparing food, reducing waste, conserving water, and caring for living things. These practices support children to develop responsibility, independence, and respect for the environment. The service ensures environments are well-resourced to support inclusive, play-based learning that reflects the diverse interests, abilities, and ages of all children. A wide range of materials is incorporated into learning experiences, including recycled and natural materials, commercial resources, and resources created by educators. This approach supports creativity, problem-solving, and exploration while reinforcing sustainable practices. Educators set up learning environments intentionally, clearing surplus resources and storing materials so that spaces are uncluttered, inviting and accessible, with resources children can reach and choose independently. Reflecting the service philosophy that indoor and outdoor environments invite exploration, creativity and achievable challenges, educators intentionally bring indoor experiences outside and outdoor experiences inside, so children can follow their interests across both. The Director's regular presence in the yards and rooms supports this approach and helps keep practice consistent across all environments. The service follows the belief that "there is no such thing as bad weather, only bad clothes". Families work in partnership with the service by providing appropriate clothing, so children can enjoy outdoor play in all weather. Families have given positive feedback about the outdoor play program and their children's time outdoors.
2. Practice is informed by	The Sustainability Team (Simone & Masooma) regularly engages in reflective discussions to evaluate current

critical reflection	sustainability practices and identify opportunities for improvement. Through ongoing reflection and research, the team considers more effective and sustainable approaches that can be embedded into daily practice across the service. Decisions about changes to sustainability practices are made collaboratively and are communicated clearly to all educators. Updates are shared through staff meetings and documented in the staff communication book to ensure a shared understanding and consistent implementation. This reflective and collaborative approach supports continuous improvement and ensures sustainable practices remain meaningful, effective, and embedded across all learning environments
3. Practice is shaped by meaningful engagement with families, and/or community	The service actively partners with families to promote environmentally responsible and sustainable practices. Families are supported to extend sustainability learning into the home through initiatives such as collecting worm farm liquid (“worm wee”), which is shared with families for use in home gardens. This strengthens continuity between the service and home and reinforces children’s learning about caring for the environment. The service also engages with the wider community to promote sustainability. Wonder Recycling Rewards for Schools is one program the service has participated in, encouraging families to collect bread bags to reduce plastic waste. This initiative supports community-wide environmental responsibility and actively involves families in sustainability practices. In addition, the service collaborates regularly with inclusion support officers, speech therapists, and occupational therapists to ensure the environment supports the full participation and engagement of all children. These professionals provide guidance, strategies, and resources that inform environmental set-ups and learning experiences, ensuring spaces are inclusive and responsive to individual needs.

Key Improvements Sought for QA3

Standard/Element	Element 3.1.2 – Premises, furniture and equipment are safe, clean and well maintained.
Identified Issue	While maintenance issues are addressed promptly when identified, there is an opportunity to strengthen proactive and preventative maintenance practices, ensuring wear and tear on furniture, equipment, and outdoor environments is identified early and addressed before it becomes a safety concern.

Standard/Element	Element 3.2.3 – The service cares for the environment and supports children to become environmentally responsible.
Identified Issue	While children actively participate in sustainable practices such as recycling, composting, and gardening, there is an opportunity to make the learning behind these practices more explicit, supporting children to develop a deeper understanding of why caring for the environment is important.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
3.1.2 Upkeep	To strengthen proactive and preventative maintenance practices, ensuring indoor and outdoor environments remain safe, clean, and well	**M**	• Strengthen regular review of indoor and outdoor environments to identify potential hazards early. • Use daily safety and cleaning checklists to support consistent upkeep across all rooms.	• Potential hazards are identified and addressed early. • Maintenance issues are recorded and resolved in a timely manner. • Environments remain safe, clean, and well maintained across all areas. • Educators demonstrate	Ongoing	February 2026 • A handyman attends the service regularly to address maintenance and upkeep issues identified through daily checks and the maintenance register. • Maintenance concerns are documented in the maintenance list and

	maintained, particularly in high-use areas.		• Encourage educators to promptly record maintenance concerns in the maintenance register. • The Centre Director will review maintenance items and prioritise actions to minimise risk. • Reflect on changes to environments to ensure supervision and safety remain effective.	confidence in identifying and reporting upkeep concerns.		followed up in a timely manner. • Following the installation of a cubby house in the Kinder yard, educators identified a supervision blind spot, and safety mirrors were installed to improve visibility. • Daily room and playground safety checklists are completed and monitored. • May 2026 — A large cleanup was completed across the service, removing clutter to strengthen safety and maintain well-organised environments. • As at October 2026, the service is still in the process of sourcing new wooden resources. • 13 October 2026 — A walkthrough exercise led by the Director at the staff meeting had educators view the

						centre from a family's perspective. Hazards, cleanliness and clutter were identified and discussed as a team. • 2026 — Storage areas were reorganised and resources not in use were cleared and stored, keeping play spaces safe, uncluttered and easy to supervise. • 2026 — A different approach to the environment has been taken across the service. Spaces are kept cleaner, educators contribute their ideas and skills to setting up and improving environments, and the maintenance register is used consistently so issues are recorded and followed up promptly. • October 2026 — Maintenance issues are brought to management

						and acted on quickly, with follow-ups to make sure they are resolved. Next steps: the shade sails are scheduled to be cleaned, and a roof inspection report is being obtained to guide any further maintenance. • 2026 — Risk assessments are completed for hazards in the environment, including local wildlife, and wildlife is removed from the service when it poses a risk to children. For example, a crow that entered the service was safely caught, removed and taken to a vet.
3.2.3 Environmentally responsible	To strengthen children's understanding of environmental responsibility by making	M	• Use existing sustainability practices (worm farm, composting, recycling, gardening) as	• Children can explain basic sustainability practices (e.g. recycling, composting, caring for plants). • Sustainability practices are	Ongoing	• April 2026 — The service participated in the Good Friday Appeal plastic bottle collection, engaging children and families

	sustainability practices more **intentional, visible, and meaningful** across all rooms.		intentional learning opportunities. • Support educators to explicitly explain why sustainable practices are important during daily routines. • The Sustainability Team (Simone & Masooma) will share ideas and resources to support consistent sustainability practices across rooms. • Include children in discussions and decision-making about caring for the environment. • Share sustainability practices and initiatives with families to support continuity between home and service.	consistently embedded across rooms. • Educators confidently link sustainability routines to learning.		in a community-based sustainability and recycling initiative. • August 2026 — Sustainability remains a focus area this term. Existing practices (worm farm, composting, recycling and gardening) continue daily. The next step is to make these practices more intentional by linking them to conversations with children about environmental responsibility, and to embed this consistently across all rooms with support from the Sustainability Team. • September 2026 —

						Each room was given an outdoor learning focus, with readings from Claire Warden (ECA) and ACECQA on outdoor play. Shared goals cover children's access to outdoor spaces, uninterrupted outdoor time, and documenting outdoor learning for families. Room focuses include risk and challenge (Kinder 4), child-led rearranging of the environment (Kinder 3), hands-on nature experiences (Toddler 2), and a natural-texture sensory station with sun safety and choking checks (Toddler and Baby). • September 2026 —

						A provocation using a Wurundjeri (Kulin nation) seasonal calendar was introduced to room leaders. It invites children and educators to read the outdoor environment through seven seasons rather than four, with room-specific ideas for each age group and a focus on respectful, Country-specific framing.

Quality Area 4: Staffing Arrangements

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	• The service operates with five rooms open each day, supported by a stable, qualified, and experienced team. Diploma-qualified Room Leaders lead the Baby Room, Toddler 1, and Toddler 2 rooms, while qualified Early Childhood Teachers deliver the funded kindergarten programs in Kinder 3 and Kinder 4. All educators employed at the service hold relevant early childhood qualifications. • Leadership and governance are strong and well supported. During the Director's maternity leave, the service ensured

	continuity of leadership by appointing a qualified replacement Director, maintaining consistent staffing arrangements, compliance, and clear communication with educators and families. • Staffing arrangements ensure there is at least one qualified educator present at opening and closing each day. The Responsible Person in Charge is clearly displayed in the foyer and documented as required, supporting transparency and accountability. • Educator wellbeing and voice are valued in staffing decisions. At the end of each year, educators are invited to share room allocation preferences for the following year. The Director and 2IC work collaboratively to accommodate preferences where possible, supporting continuity of care, job satisfaction, and positive team relationships. • Educators are provided with ongoing professional development opportunities throughout the year to strengthen practice, relationships, and professional growth. Professional standards are supported through annual performance appraisals, and staff meetings are held at least four times per year to support communication, reflection, and shared decision-making. • A respectful and supportive workplace culture is actively promoted. Educators are encouraged to raise concerns, suggestions, or ideas during staff meetings or directly with leadership. Opportunities for confidential or anonymous feedback are available to ensure psychological safety and open communication. Any interpersonal issues are addressed promptly through small group discussions with Room Leaders and/or the Director. • The service demonstrates low staff turnover, supporting continuity of relationships for children and families. Families consistently provide positive feedback, noting their appreciation for familiar educators when returning with younger siblings. Long-standing staff relationships contribute to a collaborative, supportive, and professional team environment. • Educators work collaboratively and share responsibility throughout the day. Staff are aware of each other's strengths and skills and regularly support one another, including guiding and mentoring new educators to ensure consistent practice across the service. • Professional conduct and relationships are guided by the service philosophy, the Early Childhood Australia Code of Ethics, and the Service Code of Conduct, which are readily accessible to all staff in the staff room. • The Educational Leader works closely with Room Leaders and reviews planning weekly during Educational Leader planning time. This collaboration supports consistent, high-quality programming and effective use of learning outcomes to enhance children's learning and development. • Educator wellbeing and appreciation are prioritised. A monthly morning tea is organised to acknowledge staff contributions and promote a positive working environment. An end-of-year staff celebration is held to recognise efforts

	and strengthen team connections. A staff appreciation board near the staff room allows educators to acknowledge one another's contributions.

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

Exceeding themes	
1. Practice is embedded in service operations	Rosters are carefully planned to ensure continuity of care and consistency for children and families. Where possible, the same educators are rostered to support familiar relationships and predictable routines. Rosters also consider staff preferences and ensure families have regular opportunities to connect with permanent educators during drop-off and pick-up times. Leadership coverage is spread across the whole day. Leadership shifts are rostered so that a member of the leadership team is on site through to the end of the day, supporting educators, families and children's safety during late afternoon and closing routines. At the end of each year, educators are invited to share their room preferences for the following year. The Centre Director and 2IC work collaboratively to accommodate these preferences where possible, while also ensuring staffing arrangements support children's settling, transitions, and learning needs across rooms. Consideration is given to team balance and ensuring children's family backgrounds and cultures are reflected within staffing arrangements where possible. The service maintains a pool of relieving educators to support staffing continuity during planned and unplanned absences. All relieving educators participate in the service induction process to ensure a shared understanding of the service philosophy, policies, procedures, and expectations. Relieving educators are rostered across all rooms to build familiarity with children, families, routines, and specific needs, including dietary requirements and additional support needs.

	When a new educator commences at the service, they are initially rostered in addition to required ratios. This allows time to build relationships with children and families, observe routines, and become familiar with individual learning and wellbeing needs before taking on full responsibilities within the room. Recruitment processes are collaborative and intentional. Interviews are conducted by the Centre Director alongside the 2IC or another senior staff member to support shared decision-making and multiple perspectives. Interview questions are designed to assess applicants' understanding of relevant frameworks, child protection responsibilities, teamwork, and professional practice. Applicants are also offered the opportunity to complete a trial shift to ensure suitability and alignment with the service values, philosophy, and expectations.
2. Practice is informed by critical reflection	During staff meetings, the leadership team intentionally supports educators to reflect on why continuity of care is critical to children's wellbeing, learning, and sense of security. These discussions strengthen shared understanding of how consistent relationships support children's development and emotional safety. Educators are encouraged to critically reflect on their placement within rooms and consider how their skills, strengths, and experience align with the age group and learning needs of the children. Where educators identify that their strengths may be better suited to another age group, reflective discussions are held with leadership to explore possible adjustments that support both educator confidence and quality outcomes for children. Staff meetings also provide opportunities to reflect on workload, wellbeing, and support needs. Educator feedback is used to identify strategies to support staff during challenging periods, such as adjusting staffing arrangements, providing time for regulation or reflection, or offering additional leadership support through discussions with the Director or Responsible Person in Charge. When educators leave the service, exit feedback and documentation are reviewed by leadership to identify patterns, strengths, and areas for improvement. This reflective process informs staffing decisions, support strategies, and retention practices, contributing to a stable, supported, and reflective workforce.
3. Practice is shaped by meaningful engagement with families, and/or community	The service recognises that clear communication about staffing supports trust, continuity, and strong relationships with families. New educators are formally introduced to families, and educator profiles are displayed in relevant rooms to help families build familiarity and connection. Families are also informed of educator changes, including staff departures, through newsletters or email communication.

	Educator profiles, including photographs, qualifications, room placements, professional roles, and additional languages spoken, are displayed in the foyer. This supports open communication, assists families to identify appropriate points of contact, and strengthens culturally responsive relationships between educators and families. In response to increased enrolments and feedback from families who were unsure which educators were permanently based in each room, the service introduced a daily educator display showing the educators rostered in each room. This supports families to quickly identify educators caring for their child on the day and facilitates effective communication about children's learning, wellbeing, and routines.

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

Exceeding themes	
1. Practice is embedded in service operations	Professionalism and ethical practice are embedded into everyday operations through a clear and structured onboarding process. New and existing educators are supported to understand and uphold the Service Code of Conduct, Early Childhood Australia Code of Ethics, service philosophy, National Quality Standards, and relevant legislative obligations. These documents are readily accessible to staff at all times to support ongoing reflection and ethical decision-making. Management actively promotes a culture of respect, collaboration, and accountability. Educators are supported to work ethically as a team, maintain professional boundaries, and contribute to a safe and inclusive learning environment for children, families, and colleagues. The Centre Director ensures that any concerns, complaints, or conflicts are managed confidentially, respectfully, and in a timely manner, supporting a positive and psychologically safe workplace. All educators are encouraged to value and respect the diverse perspectives, experiences, and contributions of

	their colleagues. Professional interactions are guided by the ECA Code of Ethics and reinforced through daily practice, staff meetings, and reflective discussions. The service intentionally recognises and utilises the diverse strengths and skills of educators to build shared professional knowledge and capability. Educators are encouraged to learn from one another, share expertise, and collaboratively strengthen practice across rooms, supporting consistent, high-quality outcomes for children.
2. Practice is informed by critical reflection	Professional collaboration is highly valued, and regular opportunities for communication and reflection are prioritised across the service. The Educational Leader schedules regular individual catchups with educators to reflect on practice, identify strengths, and explore opportunities for improvement. These reflective conversations support ongoing professional growth and consistent practice across rooms. Room Leaders maintain critical reflective journals, which are used to engage deeply with reflective questions that guide curriculum decisions, interactions, and daily practice. These reflections support educators to consider children's learning, wellbeing, and inclusion, while also challenging and extending their own professional thinking. Reflective prompts include: • How do we ensure experiences and educational programs are relevant and inclusive for all children? • How do we gather and share information about children's routines to support continuity of care? • How do we plan for active play and physical movement during periods of inclement weather? • How do we use everyday conversations and interactions to transform routine times into meaningful learning opportunities? Reflections documented in journals, along with discussions held during staff meetings, inform ongoing decision-making and service improvement. The Centre Director and leadership team actively review concerns, ideas, and feedback raised by educators and use this information to guide changes to practice, leadership approaches, and operational decisions. The service also reflects on staff retention and workforce stability as an indicator of professional wellbeing and organisational culture. Many educators have been part of the service for extended periods, which reflective discussions have identified as being supported by: • Educators feeling valued and supported • Recognition of individual contributions • Strong connections to the local community

	• Long-standing, respectful relationships with families and colleagues This reflective approach supports a collaborative, respectful, and ethical professional culture across the service.
3. Practice is shaped by meaningful engagement with families, and/or community	All members of the service consistently maintain confidentiality and demonstrate cultural sensitivity when engaging with families. Communication approaches are tailored to support respectful, inclusive relationships and ensure families feel understood and supported. For example, where possible, families and educators who share the same home language are introduced during the enrolment process to support communication, trust, and a smooth transition into the service. Educators build professional, respectful relationships with families through clear, open, and ongoing communication. Staff are encouraged to engage positively with all families during daily interactions to support a strong sense of belonging and partnership. When families raise concerns about their child's learning, development, or wellbeing, scheduled meetings are organised to ensure discussions occur in a respectful, confidential, and collaborative manner. Where appropriate, the service works alongside Inclusion Support Officers and other relevant professionals to provide coordinated support for children and families. This collaborative approach ensures families are actively involved in decision-making and supported through responsive, ethical practice.

Key Improvements Sought for QA4

Standard/Element	4.1.1 – The organisation of educators across the service supports children's learning and development.
Identified Issue	While the service places a strong emphasis on continuity of educators, there is an opportunity to further strengthen strategies that support children's sense of security and continuity during non-routine staffing changes, such as educator leave, absences, or the use of relief staff.

Standard/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.
Identified Issue	While educators work respectfully and collaboratively, there is an opportunity to strengthen how peer learning, shared reflection, and recognition of educator strengths are intentionally embedded and documented across the service, while reinforcing professional communication practices that promote respectful, solution-focused dialogue and ethical interactions, to further support professional growth and consistent practice.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
4.1.1 Organisation of educators	To strengthen children's sense of security and continuity during non-routine staffing changes such as educator leave, absences, or the use of	M	• Familiar relief educators are rostered into the room wherever possible when a regular educator is away. • Relief educators are inducted and rostered across all rooms beforehand, so they are familiar to children, families	• Children are settled and supported when a regular educator is away. • Relief educators are familiar with children, families and routines before they cover a room.	Ongoing	August 2026 — Continuity for children during non-routine staffing changes is supported through a pool of relieving educators who are inducted and

	relief staff.		and routines. • Written handover notes are provided to relief educators covering routines, children's needs and current programming. • Families are told about the change in staffing.	• Handover notes are completed for each relief shift. • Families are informed of staffing changes.		rostered across all rooms, so they are familiar with children, families and routines before any planned or unplanned absence. Familiar relief educators are rostered into the room where possible, written handover notes are provided, and families are told about the change. •
4.2.1 Professional collaboration	To strengthen professional, respectful, and ethical communication by embedding intentional peer learning, shared reflection, and recognition of educator strengths across	M	• Revisit expectations for professional communication aligned with the Code of Conduct and ECA Code of Ethics during staff meetings. • Educational Leader to facilitate peer sharing of strengths and effective practice during meetings and planning discussions. • Use reflective prompts to support solution-focused	• Educators demonstrate respectful, professional communication. • Peer learning and shared reflection are evident in meetings and discussions. • Educators feel valued and supported in their	Ongoing	February 2026 • Code of Conduct and ECA Code of Ethics discussed during staff meetings. • Educational Leader supports reflective discussions in individual catchups and team meetings.

	the service.		conversations and shared learning. • Reinforce expectations through induction, leadership modelling, and ongoing communication.	professional growth.		• Staff appreciation board used to recognise educator strengths and contributions. • Professional communication expectations reinforced during onboarding and leadership conversations. • Staff shout-outs in the staff WhatsApp group chat recognise educators' contributions and strengths, alongside the staff appreciation board. • May 2026 — Staff skills and talents are being harnessed to enrich children's

						experiences . Rachel, a team member, plays the French horn for the children once a month, sharing music and recognising and drawing on individual staff skills. • May 2026 — Each staff member set up a play space as part of a staff learning activity, providing an opportunity for

						educators to share ideas, learn from one another's strengths, and reflect on effective practice. • 13 October 2026 — Staff talents and strengths were discussed at the staff meeting, supporting the recognition and use of educators' skills across the service. • Next step — Mandarin

						lessons will be introduced, led by staff who speak the language, teaching children key words in Mandarin. This builds on staff skills and supports children's language learning and cultural connection. • 2026 — Leadership provides daily mentoring and informal check-ins with educators

						throughout the day, supporting professional growth and consistent practice across rooms.

Quality Area 5: Relationships with Children

Quality Improvement Plan for QA5

Summary of Strengths for QA5

Strengths	• Educators consistently build warm, respectful, and trusting relationships with children. Educators take time to get to know each child's personality, interests, strengths, and emotional needs, supporting children to feel safe, secure, and confident within the learning environment. • Children's emotional wellbeing and sense of belonging are prioritised across the service. Educators support children through transitions, daily routines, and group experiences using calm, responsive interactions and predictable routines, helping children feel supported and understood. • Educators engage in positive, meaningful interactions with children throughout the day. They actively listen to children, acknowledge their feelings, and respond in ways that support self-expression, confidence, and respectful communication. • Behaviour guidance practices are consistent, strength-based, and developmentally appropriate. Educators support

	children to develop self-regulation, empathy, and social skills through modelling, guidance, and intentional teaching, rather than punitive approaches. • Children are supported to develop positive relationships with peers. Educators facilitate inclusive play experiences, encourage cooperation, and support children to resolve conflicts respectfully, helping them build social competence and resilience. • Educators work collaboratively with families to support children's emotional wellbeing and relationships. Information shared by families at enrolment and through ongoing communication informs educator responses and strategies, ensuring continuity of care between home and the service. • The service promotes children's voice and agency. Educators engage children in conversations about their learning, routines, and relationships, and children are encouraged to express their ideas, preferences, and feelings in ways that are respected and valued. • Educators reflect regularly on their interactions with children and adjust their approaches to ensure relationships remain responsive, inclusive, and supportive of each child's learning and wellbeing.

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	The service demonstrates a strong commitment to building and maintaining respectful, positive, and equitable relationships with all children. This commitment is embedded in the service philosophy, which prioritises high-quality relationships as the foundation for children's wellbeing, learning, and development. Educators provide a safe, secure, and inclusive environment where children feel valued, respected, and supported to reach their full potential. Children's dignity, rights, and voice are upheld in daily practice. Educators encourage children to be active

	participants in their learning by offering meaningful choices, supporting decision-making, and inviting children to express their thoughts, ideas, and needs. Children's voice is embedded within the program and planning cycle, with educators intentionally prompting conversations that support children's agency and sense of ownership over their learning. As a result of feeling safe and secure, children demonstrate confidence in expressing their ideas and preferences. This is evident through the choices they make within learning spaces, routines, and play experiences. Educators recognise that each child develops at their own pace and intentionally tailor their responses to support individual learning and wellbeing. Educators are guided by the United Nations Convention on the Rights of the Child, which informs curriculum decisions, interactions, and expectations around respect, inclusion, and participation. Early learning is recognised as fundamental to children's future development, and this understanding is embedded within the service philosophy and daily practice. Children's emotional and social wellbeing is highly prioritised. The service has intentionally utilised School Readiness Funding (SRF) to strengthen educator knowledge and practice through professional learning focused on: • *A Developing Brain: Supporting Whole Child Development* • *Behavioural and Emotional Skills for School Transition* • *Building Resilience in Preschoolers* • *Working with Vulnerable Children* Educators build secure, trusting relationships with children and support a strong sense of belonging, particularly during transitions. Primary educators take time to learn children's cues, routines, and comfort strategies to support settling into new environments. When children experience distress, educators respond promptly and sensitively, reinforcing secure attachments and supporting children's emotional safety and wellbeing. Leadership also builds relationships with children directly. The Director has lunch with the Kinder children nearly every day, sharing conversations at the table and getting to know each child. This strengthens children's sense of belonging and helps children see the Director as a familiar, trusted person in the service.
2. Practice is informed by critical reflection	The Educational Leader actively researches and shares evidence-based information related to secure attachments and positive relationships with children. Professional learning is intentionally followed by allocated non-contact

	time to support educators to reflect on new knowledge and evaluate how it can be meaningfully embedded into daily practice. For example, when the Kinder 4 teacher undertook professional development on early brain development, the key learning was shared with the team through critical reflection discussions. This prompted further professional curiosity, particularly from the Baby Room Leader, who explored how this knowledge could be applied within infant routines, interactions, and settling practices. This led to a shared learning journey focused on attachment theory, supported through professional reading, reflective conversations, and collaborative discussions. As a result, educators strengthened their understanding of how responsive interactions, consistent caregiving, and emotional attunement support children's wellbeing, learning, and sense of security across all rooms.
3. Practice is shaped by meaningful engagement with families, and/or community	The service places a strong emphasis on building trusting, respectful partnerships with families. Many educators have been part of the service for an extended period, allowing them to develop deep, consistent relationships with children and families. This continuity supports open communication, shared understanding, and strong relationships built on trust and mutual respect. The service recognises that families know their children best. The enrolment process is used to gather detailed information to support children's transitions and wellbeing, including enrolment forms, All About Me documentation, and ongoing conversations with families. This information is valued and used to inform daily routines, interactions, and strategies that support each child's emotional security and sense of belonging. The foyer environment is intentionally designed to be welcoming and inclusive, reflecting the service's unique geographical and cultural community. Families and children are invited to share and celebrate cultural events and traditions throughout the year, including Diwali, Chinese New Year, Nowruz, Sinhala and Tamil New Year, and national celebrations. Families are encouraged to share cultural knowledge and food, which is incorporated into programming and planning, supporting inclusion and belonging. Children's voice and culturally safe practices are strengthened by including families. Families share information about their child's culture, languages, traditions and food preferences, and this is used alongside children's own choices and feedback to shape routines, mealtimes, menus and the program. This supports each child to see their identity respected and reflected in the service, in line with the Child Safe Standards. Families are provided with multiple opportunities to share feedback and contribute their voice. A confidential

	feedback box is available in the foyer, and families are regularly invited to complete NQS-related feedback forms, accessible both electronically and in hard copy. Family feedback highlights the strength of educator–child relationships, with comments such as: • "We really love seeing educators getting down to children's level." • "It's great to see educators still interacting with the children, even at the end of the day." • "(Child) really loves coming here!" • "We feel confident when we see (child) walking so happily to the educators." This ongoing engagement with families supports reflective practice and reinforces the service's commitment to respectful, responsive relationships with children.

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	The service intentionally designs the physical environment, routines, and program to support children in developing and maintaining positive relationships with peers and educators. Children are provided with adequate time for uninterrupted play, allowing them to engage independently, alongside others, or in collaborative group experiences. Learning spaces are thoughtfully arranged to promote solitary play, parallel play, and cooperative play, with environments adapted across rooms to reflect children's age, development, and social capabilities. Educators recognise that mealtimes are important social learning opportunities. Children gather together as a community, supporting peer interaction and relationship-building. During these times, educators intentionally model respectful communication, turn-taking, and positive social behaviours, reinforcing a sense of belonging and shared responsibility. In the kindergarten rooms, children are actively involved in collaborative discussions about rules, expectations, and safety. Educators support children to participate in decision-making, reflect on the impact of their actions, and develop strategies to regulate behaviour, resolve conflicts, and communicate effectively with others.

	The service adopts a strength-based and responsive approach to behaviour guidance, recognising that all behaviour communicates a need. Educators respond consistently and respectfully, supporting children's rights, emotional regulation, and social development. Positive behaviour is promoted through strategies such as: • Bucket filling • Redirection • Encouragement and specific praise These approaches support children to develop empathy, self-regulation, and positive peer relationships in a safe and supportive environment.
2. Practice is informed by critical reflection	Relationships between children are an ongoing focus of reflection and professional discussion during staff and room meetings. Educators regularly share observations, ideas, and effective strategies to strengthen peer relationships and support children's social and emotional development. Educators are encouraged to contribute agenda items for staff meetings. In response to educator feedback identifying challenging behaviour as an area for further support, a staff meeting was used to engage in a professional discussion about behaviour guidance. The Educational Leader provided evidence-based strategies to support children's regulation, communication, and relationship skills. Educators are supported to recognise when they require assistance and are encouraged to communicate with colleagues or the Centre Director if they are finding a situation challenging. Strategies such as swapping educators, taking short breaks, or seeking leadership support are used to ensure responses remain calm, consistent, and child centred. Past incidents and current challenges are reflected upon collaboratively during room and staff meetings to identify patterns, review responses, and agree on effective strategies. These reflections inform adjustments to practice and environments. For example, educators recently reflected on how the physical environment could better support pro-social behaviour in younger age groups. As a result, minor environmental changes were made, such as creating open walkways between learning areas, allowing children to move freely and engage more easily in collaborative play. This reflective approach supports continuous improvement and strengthens children's ability to build and maintain positive relationships.

3. Practice is shaped by meaningful engagement with families, and/or community	The service is committed to embedding Aboriginal and Torres Strait Islander perspectives into everyday practice to support children's understanding of respect, belonging, and relationships. We proudly acknowledge the Wurundjeri Woi Wurrung and Bunurong people as the Traditional Owners of the land and recognise their continuing connection to Country. An Acknowledgement of Country is shared during morning group times and is also displayed in the foyer, supporting children to develop respect for Australia's First Nations peoples. Each year, the service engages with the local Aboriginal community through visits from Uncle Henning, who shares Indigenous culture, ways of living, language, and stories with the children. Planned experiences include hands-on Indigenous art explorations using traditional materials such as ochres, clay, and charcoal. These experiences support children to build understanding, respect, and empathy, which contribute to inclusive relationships and social awareness. The service works collaboratively with families to support children's social development and behaviour guidance. When concerns arise regarding a child's behaviour or relationships, educators gather observations and meet with families to engage in open, respectful discussions. Parent–teacher meetings provide opportunities to share information, align strategies used at home and in the service, and agree on consistent approaches that best support the child. Family knowledge and input are valued and used to inform behaviour guidance strategies, ensuring responses are individualised, culturally responsive, and consistent across home and service. This partnership approach strengthens children's sense of security and supports the development of positive relationships with peers and educators.

Key Improvements Sought for QA5

Standard/element	5.1.1 – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Identified Issue	While educators engage in warm, responsive, and meaningful interactions with children, there is an opportunity to strengthen the consistency and intentionality of these interactions across all routines and times of the day, particularly during transitions and busy periods.

Standard/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
Identified Issue	While educators use positive, strength-based behaviour guidance strategies, there is an opportunity to strengthen consistency in the language, strategies, and approaches used across all rooms and educators to support children's self-regulation, communication, and conflict resolution skills.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
5.1.1 Positive educator to child interactions	To strengthen child-safe, respectful, and professional educator–child interactions that prioritise children's emotional safety, voice, dignity, and rights, in alignment with the Child Safe Standards.	H	• Educational Leader to support educators to reflect on child-safe interactions, including appropriate tone, language, proximity, and professional boundaries. • Revisit expectations around safe, respectful interactions during staff meetings, linking practice to	• Educator–child interactions are consistently respectful, calm, and child-centred. • Children confidently seek support, express their ideas, and communicate concerns with educators. • Educators demonstrate clear understanding of professional boundaries and child-safe interaction practices. • Children's voice and agency are evident across	Ongoing	• 25 March 2026 — A staff meeting was held to discuss the Child Safe Standards, revisiting expectations around warm, respectful, and child-safe interactions, professional boundaries, and

			the Child Safe Standards, Code of Conduct, and children's rights. • Use reflective prompts to support educators to consider how interactions empower children's voice and choice during routines, transitions, and play. • Ensure learning environments support visible, transparent, and inclusive interactions (e.g. small-group spaces, clear sightlines, shared routines). • Embed professional learning related to attachment, emotional regulation, and child safety into everyday practice	routines and learning experiences.		children's voice and agency during routines and transitions. • June 2026 — The Educational Leader and Assistant Director attended "Navigating Child Safety Reforms: What Victorian ECEC Services Need To Know," by ACA Victoria to strengthen understanding of current Child Safe Standards requirements and inform practice across the service. • October 2026 — Room leaders completed the free Early Childhood Australia

			and reflection.			program Understanding Brain Development (ECA Learning Hub), covering brain architecture, the effects of stress and adversity on development, and responsive “serve and return” interactions. Since completing it, educators have been using more responsive language with children and slowing down transitions, giving children more time to move between experiences at their own pace.
5.2.2	To strengthen	M	• Revisit behaviour	• Educators respond to	Ongoing	• Ongoing (2026)

Self-regulation	child-safe, consistent, and respectful behaviour guidance practices that support children's self-regulation, communication, and conflict resolution skills, in alignment with the Child Safe Standards and children's rights.		guidance expectations during staff meetings, explicitly linking practice to child safety, emotional safety, dignity, and professional boundaries. • Support educators to use consistent language and strategies that promote regulation, empathy, and problem-solving rather than control or punishment. • Educational Leader to facilitate reflective discussions on how educators respond during high-emotion moments, ensuring responses remain calm, predictable, and child-centred. • Embed children's voice by supporting	behaviour in ways that are respectful, predictable, and child-safe. • Children demonstrate increasing ability to name feelings, seek support, and use simple strategies to resolve conflicts. • Behaviour guidance practices are consistent across rooms and educators. • Children feel emotionally safe and supported when conflicts arise.		— Low arousal behaviour guidance plans have been developed to support consistent, calm, and predictable responses to children's behaviour. The service has also increased engagement with the Preschool Field Officer and other allied health professionals to inform strategies and support children's self-regulation, communication, and conflict resolution skills. This work is ongoing. • August 2026 —

			children to express feelings, negotiate solutions, and seek help safely. • Ensure environments support regulation and conflict resolution (e.g. calm spaces, clear walkways, small-group play areas).			Every room has set up a calm corner to support children's self-regulation, providing a dedicated, predictable space for children to seek help, settle, and manage their emotions during high-emotion moments. • 2026 — The Biting Policy was reviewed and updated against the Child Safe Standards and VECRA requirements,

						with a family-facing summary version developed to support consistent understanding between home and the service.

Quality Area 6: Collaborative Partnerships with Families & Communities

Quality Improvement Plan for QA6

Summary of Strengths for QA6

Strengths	• The service promotes strong partnerships with families through an open-door policy. Families are welcome to visit the service at any time for tours and are encouraged to participate in the orientation and transition process with their child. Families are invited to attend the service as often as needed during the transition period to support children's sense of security and belonging. A comprehensive enrolment pack is provided to families during their first visit to support clear communication and shared understanding. • A yearly calendar of events is developed to provide families with regular opportunities to engage with the service and participate in celebrations and special occasions, including Mother's Day, Father's Day, Grandparents and Special Person Day, Graduation, and end-of-year celebrations. • Families are kept informed through a range of accessible communication methods, including newsletters, centre

notices, the Seesaw app, emails, communication books, daily information sheets, the service website, and centre displays. Information relating to the service philosophy, policies, procedures, and daily operations is readily available in the foyer and throughout the service.

- The service actively collaborates with external agencies and community organisations to enhance children's learning, wellbeing, and inclusion. Early childhood intervention services are accessed regularly to support children and families, and the service works closely with the local Inclusion Support Facilitator to seek guidance, resources, and support for children with additional needs.
- Educators demonstrate a clear understanding of the inclusion support process. Support is sought in consultation with families and informed by documented observations. Families are supported through the consent and application process, with documentation completed collaboratively between families, the Director, and the Inclusion Support Facilitator.
- The service supports children's smooth transitions. Kinder 4 educators complete school transition statements to assist children and families in preparing for school. Educators ensure relevant information is shared between staff during shift changes, and children are supported during transitions between rooms through planned visits and familiarisation opportunities.
- Families are encouraged to share their skills and knowledge with the service, as identified through child profile forms. Parents have been invited to participate in learning experiences related to their professions, such as doctors, dentists, and nurses, enriching the curriculum and strengthening home–service connections.
- The service maintains strong connections with the local community. A community advertising wall at the entrance supports local businesses and allows families to promote their own services. Local primary schools visit the service to share information about their programs and upcoming events, supporting continuity and school readiness.
- The service engages in community partnerships and social responsibility initiatives, including collaboration with *123 Read2Me* through a book donation bin and participation in the Leukaemia Foundation fundraiser, where children and families contribute to *Crazy Hair Day* through gold coin donations.

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	The service places a strong emphasis on building respectful, supportive, and collaborative relationships with families from the very beginning. The enrolment process begins with a centre tour, during which families are provided with clear information about the service's operation, philosophy, governance, and daily practices. Families are encouraged to participate in an orientation process that is flexible and responsive, recognising that each family's needs and circumstances may differ. Families are provided with easy-to-read information about the service through a comprehensive family handbook, which is shared during tours to allow families time to review and understand the information at their own pace. This supports informed decision-making and builds confidence in the service. The service is committed to creating a welcoming and inclusive environment for all families. When bilingual or multilingual families enrol, educators actively seek ways to support communication, including introducing families to educators who speak the same language where possible or accessing interpretation services when required. From the outset, families are supported to feel valued, respected, and heard. Office hours have been extended, and this is reflected in leadership rostering, so that leadership is available to families at more times of the day, including busy drop-off and pick-up periods. This makes it easier for families to ask questions, share information and raise any concerns. The outcome has been positive, with families staying for conversations and asking more questions. Having leadership available for longer each day demonstrates the

	service's commitment to its connection with families. Families are recognised as partners in their child's learning and development. Educators value the information families share about their child and collaborate with families to set meaningful goals that support children's wellbeing, learning, and development. Families are encouraged to engage with the service in ways that best suit their availability and commitments. A yearly calendar of events is shared early with families to support planning and participation. Key family days, including the Mother's Day and Father's Day afternoon teas, Grandparents and Special Person Day, Graduation and end-of-year celebrations, provide meaningful opportunities for families to connect with the service and their child's learning. The Kinder Information Night and parent–teacher nights give families further opportunities to meet educators, understand the program and talk about their child's learning and transitions. These occasions create valuable opportunities for communication between families and educators and encourage strong family participation in the life of the service. Strong family attendance and positive feedback reflect families' appreciation of these opportunities. Families are also invited to share their skills, knowledge, and occupations with the service. Educators have welcomed parents from a range of professions, including dentists, nurses, and police officers, to engage with children and enrich learning experiences. These partnerships strengthen connections between home and the service and support children's understanding of the broader community.
2. Practice is informed by critical reflection	Educators regularly reflect on how we engage with and support families through staff meetings, room meetings, and small-group discussions with the centre director. Educators also intentionally role model respectful, open, and professional communication when interacting with families, recognising the importance of trust and consistency in building strong partnerships. Information gathered during enrolment and orientation is shared with all relevant staff and displayed in rooms where appropriate. Educators use room meetings—often held while children are resting—to reflect on this information and consider how it can be used more effectively to support each child's routines, wellbeing, and family preferences. Through reflective discussion, educators identified a need to better support first-time parents in the baby room, recognising that transitions into care can be particularly challenging. Educators noticed that some families were calling the service after pick-up to clarify daily information such as sleep times, meals, and bottles. In response,

	the team reflected on how communication could be improved and decided to trial posting children's daily information on their Seesaw profiles. This change allowed families to access information at a time that suited them and provided an opportunity to comment or ask questions about their child's routine. Feedback from families has been overwhelmingly positive, with families reporting that the change is convenient, reduces stress at pick-up time, and supports clearer communication. This reflective process demonstrates how educator reflection directly informs practice improvements that better support families and children.
3. Practice is shaped by meaningful engagement with families, and/or community	Families consistently comment on the way educators greet, acknowledge, and engage with them during drop-off and pick-up, noting that this helps them feel welcome, supported, and comfortable within the service. These daily interactions strengthen trust and open communication between educators and families. When families require additional support for their child's development—such as speech therapy, behaviour support, inclusion support, or paediatric consultation—educators work collaboratively with families to provide information and connect them with appropriate services. Where requested, educators use their professional observations and knowledge to prepare written information to support families when engaging with external health and support professionals. Families' views, parenting roles, and knowledge of their child are respected and central to shared decision-making. Educators actively seek family input about children's routines, interests, and wellbeing and use this information to support smooth transitions into care. For example, in the baby room, educators follow individual home routines, including sleep and feeding times, to ensure continuity between home and the service and to support children's sense of security and wellbeing.

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

Exceeding themes	
1. Practice is embedded	The service actively builds collaborative partnerships with families, community organisations and external

in service operations	professionals to enhance children's learning, inclusion and wellbeing. We regularly invite community groups and service providers into the centre to extend children's understanding of the world around them and support meaningful learning experiences. Examples of community partnerships include: • Butterfly Garden • Local librarian visits • Yoga sessions • Happy Feet Fitness • Didgeridoo Australia • Responsible Pet Ownership • Magic Show • AFL Victoria • African Drumming These experiences are planned intentionally and linked to children's interests, wellbeing and learning goals. The service also works closely with allied health professionals, including speech therapists, occupational therapists and inclusion support officers. These professionals collaborate with educators and families within the service environment to share strategies, adapt learning experiences and support children's full participation. This collaborative approach ensures consistency between home, service and external supports.
2. Practice is informed by critical reflection	Educators and the leadership team regularly reflect on how partnerships are supporting children's learning and wellbeing. Reflections occur during staff meetings, room meetings and professional discussions with external professionals. Following visits from community organisations or specialists, educators reflect on: • How children engaged with the experience • What learning or wellbeing outcomes were observed • How strategies can be embedded into ongoing practice For example, after inclusion support visits, educators reflect on recommended strategies and trial adjustments within the learning environment. These reflections inform future planning and strengthen inclusive practice across rooms.

	The service also reflects on the relevance and impact of incursions and partnerships to ensure they remain meaningful, purposeful and responsive to children's needs and interests.
3. Practice is shaped by meaningful engagement with families, and/or community	The service has been established within the local community for over 10 years, enabling us to build and sustain strong, meaningful partnerships that support children's learning, inclusion and wellbeing. We maintain close connections with local primary schools that children transition to after leaving the service. These partnerships include children attending school open days and information sessions, as well as school teachers and principals visiting the service to share information and support smooth transitions to school. Connections with local primary schools have been strengthened, including visits from St Justin's Primary School and Wheelers Hill Primary School. We have an ongoing partnership with the local Monash Library, with librarians visiting the service quarterly. During these visits, librarians engage children in story time, singing and literacy-based experiences, and share information with educators about community literacy programs such as puppet shows and mums and bubs sessions. The service also collaborates with Brandon Park Shopping Centre to promote community events, including children's holiday activities and family-focused celebrations. Information is shared via our community advertising board and communicated to families through email. Local businesses and families are encouraged to contribute to the community advertising board, located at the service entrance. This supports community connection, strengthens relationships between families, and promotes a sense of belonging within the service.

Key Improvements Sought for QA6

Standard/Element	Element 6.1.1 - Engagement with the service Families are supported from enrolment to be involved in the service and contribute to service decisions
Identified Issue	To strengthen meaningful family engagement by increasing opportunities for families to contribute their voice, feedback, and ideas into program decisions, service practices, and continuous improvement processes from enrolment and

	throughout their time at the service.

Standard/Element	Element 6.2.1 – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities
Identified Issue	To improve transition processes so that children experience smooth, supported moves between rooms and into school through clear communication, collaborative planning, and shared understanding of each child's strengths and needs.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
6.1.1 Engagement with the service	To strengthen meaningful family engagement by increasing opportunities for families to contribute their voice, feedback, and ideas into program decisions, service practices, and continuous improvement.	M	Continue using enrolment conversations to gather family priorities and goals • Invite family feedback through Seesaw, conversations, surveys, and foyer feedback box • Create opportunities for families to share skills, culture, and	• Families provide feedback and participate in discussions • Family voice is visible in programming and reflections • Increased confidence and engagement from families • Positive feedback about feeling heard and involved	Ongoing	February 2026 -Families contributing recipes and ideas for cooking experiences. A Kinder 4 family member was invited to make dumplings with the children for Chinese New Year. February 2026 — A Lion Dance performance was held to celebrate Chinese New Year, providing children and

			experiences in the program • Share how family input informs programming and decisions • Leadership team to regularly review feedback and identify themes			families with a meaningful cultural experience and opportunity to engage with the service's celebrations calendar. March 2026 – We have invited families to come and share occupations with the children. March 2026 — Families were emailed regarding the update to the Providing a Child-Safe Environment Policy and invited to share feedback. March 2026 — Leadership identified that some staff did not know the names of families and needed more confidence to approach families at arrival and departure

						times. This was actioned immediately: staff were asked to introduce themselves to families and gather context at arrival times, leadership set clear expectations for greeting families by name, and staff were encouraged to start conversations with families. To make learning family names fun and motivating, staff quizzes and a quiz box with prizes were introduced. Connections with families have since improved. Families now linger longer at drop-off and pick-up to talk with educators, and have given positive feedback about feeling known and welcomed.

						June 2026 — Feedback surveys were developed for families, staff, and children (age-appropriate) to gather input on the Providing a Child-Safe Environment Policy, supporting meaningful family and child voice in service decisions. June 2026 — Families were consulted as part of the annual philosophy review, using a foyer voting wall and surveys, similar to the consultation on the Providing a Child-Safe Environment Policy, giving families the opportunity to contribute their voice to the service philosophy.

						20 October 2026 — Families were invited to a Kinder Information Night to learn about the transition into Kinder 3 and Kinder 4, including how the programs run and what to expect. September 2026 — The service moved from the free Seesaw Starter plan to a paid plan, set up across five rooms (Kinder 4, Kinder 3, Toddler 2, Toddler and Baby), to support ongoing family communication and children's portfolios. September 2026 — A family feedback drop

						box was organised in the foyer, giving families an easy and confidential way to share feedback, ideas and concerns at any time.
6.2.1 Continuity of learning and transitions	To strengthen continuity of learning by enhancing how information is shared between educators, families, and external services, ensuring transitions within the service and to school are well planned and responsive to each child's needs.	M	• Continue transition visits between rooms to support familiarity and relationships • Share information between educators through handovers, observations, and planning discussions • Collaborate with families to understand routines, needs, and goals during transitions • Complete Transition Learning Statements and communicate with schools	• Children settle confidently into new environments • Families report feeling informed and supported • Educators demonstrate shared understanding of each child • Smooth transitions observed within the service and to school	Ongoing	Educational Leader introduced an internal transition checklist to strengthen consistency, documentation, and communication when children transition between rooms. Regular collaboration with speech therapists, occupational therapists, and the Preschool Field Officer supports shared planning, funding applications, and implementation of targeted strategies. Transition planning discussions ensure

			• Work with inclusion support and allied professionals where required • Educational Leader to support reflective discussions on transition practices			children experience continuity in routines, relationships, and support approaches. Partnerships with families and professionals contribute to smooth, responsive transitions that prioritise children's wellbeing and safety. March 2026 — Introduced additional orientation visits to the new room with a familiar staff member present, to support children's sense of security and continuity during transitions between rooms. • June 2026 — Increased collaboration with teachers from other kindergartens has been

						introduced to support continuity and shared understanding for children with additional needs transitioning between services. This is ongoing. • June 2026 — Two staff members attended a session hosted by Monash Special School, further strengthening the team's understanding and practice in supporting children with additional needs.

						• 20 October 2026 — A Kinder Information Night was held for Toddler 2 families moving into Kinder 3 and Kinder 3 families moving into Kinder 4. Kinder teachers presented their rooms, families received a take-home handout, and the evening was well attended. • 2026 — Connections with local primary schools were strengthened, with visits from St Justin's Primary School and Wheelers Hill Primary

						School supporting children's transition to school.

Quality Area 7: Governance and Leadership

Quality Improvement Plan for QA7
Summary of Strengths

Strengths	The service has a clear and effective governance structure, with a Centre Director, 2IC, and Educational Leader working collaboratively to support daily operations, regulatory compliance, and continuous improvement. Leadership maintains regular communication with the service owner and other centre leaders through management meetings to review governance arrangements and strengthen practice. Leadership ensures the service operates smoothly at all times, with clear delegation processes in place so that decision-making and oversight continue seamlessly in the Director's absence. The Educational Leader guides the development and implementation of the educational program, ensuring it aligns with the EYLF V2.0/VEYLDF and supports high-quality teaching, reflective practice, and continuous improvement. Dedicated planning time supports mentoring, collaboration, and professional learning. The Educational Leader actively engages in professional networks, including attending the Victorian Government Educational Leaders Conference and participating in the Inner East Monash Early Years Learning Network, strengthening leadership capability and staying informed about sector developments. Continuous improvement is embedded across the service through regular staff meetings, reflective discussions, and ongoing

	review of practices, policies, and procedures. Educators are encouraged to contribute ideas and engage in shared decision-making. A strong staffing structure supports effective service delivery, with approximately 25 qualified educators employed across full-time, part-time, and casual roles. A pool of regular relief educators supports continuity of care and consistent practice. Robust recruitment and induction processes ensure all staff meet regulatory requirements, including fit and proper person checks, verification of qualifications, Working with Children Checks, and child protection awareness. Leadership prioritises a strong culture of child safety by ensuring policies, procedures, and practices align with legislative requirements and Child Safe Standards, and by supporting staff to understand their roles and responsibilities in protecting children. The service philosophy is collaboratively developed with input from staff and families, reviewed regularly, and reflected in daily practice. The philosophy guides decision-making and promotes a shared vision for children's learning, wellbeing, and safety. Administrative systems, including QikKids, support efficient record keeping, communication with families, and regulatory compliance. Records are securely maintained and accessible in line with requirements. Policies and procedures are reviewed annually, with opportunities for staff and families to contribute feedback, ensuring they remain current and reflective of best practice. The service maintains transparent communication with families regarding staffing, operational changes, and service updates through newsletters, notices, emails, and foyer displays, supporting trust and partnership. Leadership ensures that regulatory requirements are met, including timely notification to authorities of reportable incidents and service changes, and maintaining accurate documentation. The Quality Improvement Plan is actively used as a living document to guide reflection, track progress, and drive ongoing

	improvement across all areas of the service.

Standard 7.1 – Governance: Governance supports the operation of a quality service that is child safe.

Exceeding themes	
1. Practice is embedded in service operations	Our service philosophy, built around firm foundations, thriving children and a connected community, guides decision-making, policies and daily practice. It reflects our commitment to: • Children at the heart of our community • Play at the heart of learning • Families belonging here • A diverse team that strengthens our community • Leadership that is present and connected • Safety, dignity and inclusion • Acknowledging Country and honouring stories • Caring for each other

	• Caring for our world • A philosophy that grows with our community These principles underpin how educators interact with children, families, and colleagues, and support a culture of continuous improvement and child safety. During induction, educators are supported to understand their roles, responsibilities, and expectations, including their duty of care and commitment to maintaining a safe and respectful environment. These expectations are outlined in employment contracts and reviewed during probation and annual performance appraisals. Educators are guided by relevant legislation, frameworks, and professional standards, including: • National Law and Regulations • National Quality Standard • EYLF V2.0/VEYLDF • ECA Code of Ethics • VIT Code of Conduct • WHCC Code of Conduct • Service philosophy Leadership ensures these documents are accessible and regularly discussed to support consistent, ethical, and reflective practice across the service.
2. Practice is informed by critical reflection	Our service philosophy is displayed in the foyer and regularly reviewed during staff and team meetings to ensure a shared understanding across the service. Leadership facilitates ongoing critical reflection to ensure the philosophy remains relevant to our context, priorities, and evolving practice. Through reflective discussions, educators consider how the philosophy is reflected in daily interactions, decision-making, and the learning environment. During a recent review, the team identified that while play-based learning was strongly embedded in practice, it was not explicitly reflected in the philosophy. As a result, leadership and educators collaboratively revised the philosophy to include a clear commitment to play-based learning, ensuring alignment between our values and practice. The philosophy was reviewed again in 2026 with input from children, families, educators and leadership, and the updated philosophy was finalised in October 2026. Feedback from families shaped a stronger focus on child safety, dignity and inclusion, visible and connected leadership, families belonging and lingering longer, a

	connected community, and Acknowledging Country and honouring stories. This reflective process supports continuous improvement and ensures the philosophy remains a living document that guides practice across the service. Families are also invited to contribute feedback during philosophy reviews, strengthening shared ownership and ensuring the philosophy reflects the community we serve.
3. Practice is shaped by meaningful engagement with families, and/or community	The service maintains strict confidentiality of information shared by families and educators, with sensitive records securely stored in the office and locked when required. Confidentiality is upheld in daily practice and is regularly discussed at staff meetings, so all educators understand their responsibilities. This supports families to feel confident and safe to share personal information, strengthening trust and respectful partnerships. Our management systems are transparent and support effective day-to-day operations, which families experience through consistent communication and organisation. The 2IC works closely with leadership and is confident in overseeing operations when the Centre Director is absent, ensuring continuity of leadership and decision-making. Leadership provides families with clear enrolment and Child Care Subsidy (CCS) processes and account information, and responds promptly when families need support. With leadership available on site for longer each day, families can more easily raise questions about enrolment, fees or their account, and financial matters are always handled confidentially. The nominated responsible person is clearly displayed and updated as required, with records maintained to ensure accountability. The foyer includes a staff display outlining key leadership roles — including the Centre Director, 2IC, Educational Leader, and Sustainability Team — helping families understand the governance structure and know who to approach for support or information. This collaborative and transparent approach supports strong relationships with families and promotes confidence in the service's leadership and management.

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	The service promotes a positive and collaborative work culture where educators feel supported to communicate openly, raise concerns, and engage in respectful professional dialogue. Leadership fosters an environment where reflective practice is valued and continuous improvement is embedded in daily operations. Critical reflection is supported through ongoing self-assessment using the Quality Improvement Plan and reflective questions from the Guide to the National Quality Framework. These processes assist the team to identify strengths, areas for improvement, and priorities for development. Performance appraisals are conducted annually, providing educators with opportunities to reflect on their practice, identify professional learning goals, and discuss pathways for growth. Leadership supports educators to pursue professional development through training opportunities, mentoring, and professional conversations with the Educational Leader. The Centre Director also participates in an annual performance appraisal with the Approved Provider, supporting accountability, reflective leadership, and ongoing service improvement. This leadership approach promotes a culture of professionalism, shared responsibility, and commitment to high-quality practice. Leadership promotes a culture where child safety is prioritised, and educators feel confident to speak up, share concerns, and engage in practices that support children’s wellbeing and protection. Leadership is visible and accessible in the rooms and yards throughout the day. The Director spends time in the rooms and outdoor yards observing daily practice and responding to educators' questions as they arise, and the Director and leadership team provide daily mentoring and informal check-ins with educators throughout the day. Communication between staff and leadership is open and ongoing, through daily conversations, regular room leader meetings, the staff communication book and staff group chats, so that information, concerns and ideas are shared promptly. Leadership expectations have become clearer through leadership's presence on the floor and intentional room leader meetings. A distributed leadership approach gives room leaders clear responsibilities, including the compliance requirements behind their role, and leadership holds staff accountable for meeting these expectations in a consistent and supportive way. The staff WhatsApp group chat and the staff communication book are used together as communication tools. The group chat is used for operational updates, policy reminders, sharing staff contributions and staff shout-outs. A

	staff member acts as the group chat champion, posting regular reminders to keep the team informed and connected. To protect privacy and children's safety, the chat is checked on breaks rather than while working with children, and no children's photos, full names or incident details are shared in it.
2. Practice is informed by critical reflection	Leadership regularly reflects on how best to support educators, particularly during challenging periods or when working with children with additional needs. Through ongoing discussions, leadership considers staff wellbeing, workload, and the level of support required to ensure educators feel confident and supported in their roles. In response to identified needs, additional educators are rostered to support children requiring higher levels of supervision or individual support. Leadership works collaboratively with educators to review strategies, provide guidance, and adjust staffing where necessary to ensure both children's safety and educator wellbeing are prioritised. Reflective conversations also provide opportunities for educators to share concerns, seek advice, and discuss strategies, fostering a supportive culture where challenges are addressed proactively. This approach strengthens team confidence and promotes a positive, responsive professional learning environment. Conversations between leadership and staff lead to action. Concerns, ideas and questions raised by educators are turned into agreed actions, and leadership follows up with educators to check that changes have been put in place and are working.
3. Practice is shaped by meaningful engagement with families, and/or community	The Educational Leader and Centre Director regularly participate in the Monash Council Inner East Early Years Network meetings. Engagement in these professional networks strengthens community partnerships, builds leadership capacity, and ensures the service remains informed about current sector developments, regulatory updates, and best practice approaches. Insights gained from these meetings are shared with the team to inform practice and improve outcomes for children and families. The Quality Improvement Plan (QIP) is displayed in the foyer and remains a living document that guides ongoing improvement. Educators, families, and the broader community are encouraged to contribute feedback and ideas. Family feedback is reviewed and, where appropriate, incorporated into the QIP, with leadership facilitating discussions to identify practical actions and strengthen service practice. This collaborative approach ensures governance processes are transparent, inclusive, and responsive to the needs of the service community.

Key Improvements Sought for QA7

Standard/Element	Element 7.1.1 – A statement of philosophy guides all aspects of the service's operations.
Identified Issue	The philosophy needs more input from staff and families

Standard/Element	Element 7.1.2 – Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
Identified Issue	Following the reforms to the Child Safe Standards, there is an opportunity to ensure the service's policies and risk management systems are regularly reviewed with staff and family input, and that all educators understand and consistently apply them in daily practice.

Standard/Element	Element 7.1.3 – Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Identified Issue	The service has a staff handbook, but it needs updating to reflect current roles, expectations, policies and regulatory requirements, including the Child Safe Standards and VECRA changes. Information about roles, responsibilities and key procedures is also spread across induction materials, policies, position descriptions and staff meetings. An improved, up-to-date handbook would give all educators, including new and relief staff, one clear and accessible reference, supporting a shared understanding of each role and consistent practice across the service.

Standard/Element	Element 7.2.2 – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Identified Issue	Educational leader planning is inconsistent which makes it challenging to fully support educators with their planning cycle.

Improvement Plan

Standard/ Element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress Notes
7.1.1	Staff and families are active participants in the philosophy development.	H	Measures will be taken to include staff and family input in the philosophy development and their voices will be heard.	Staff and families will feel a sense of belonging as their voices will be heard and their input will be included.	Achieved June 2026	June 2026 — Families and staff were consulted as part of the annual philosophy review, using a foyer voting wall and surveys, similar to the consultation on the Providing a Child-Safe Environment Policy, giving both staff and families the opportunity to actively contribute to the philosophy. Family input led to changes in

						the philosophy, including a commitment to child safety, a stronger focus on community connection, and better reflecting the service's families, community demographics and what families want from the centre. The updated philosophy, “Firm Foundations, Thriving Children, A Connected Community”, was finalised in October 2026. This addresses the original goal, and this item can now be considered achieved.

7.1.2	Policies and risk management systems are reviewed regularly with staff and family input, reflect the Child Safe Standards, and are understood and consistently applied by all educators.	H	• Review service policies annually, with staff and family consultation (including the Providing a Child-Safe Environment Policy). • Keep child safety a standing priority at staff meetings. • Provide training and professional development on the Child Safe Standards reforms, GECCKO and protective behaviours. • Leadership walkthroughs and check-ins to confirm educators	• Policies are reviewed on schedule and reflect current requirements. • All educators can explain child safe expectations and procedures. • Educators have completed required child safety training. • Families and staff have had the opportunity to contribute to policy review.	Ongoing, reviewed annually	March to June 2026 — Staff and families were consulted on the Providing a Child-Safe Environment Policy through a foyer voting wall and family and staff surveys, as part of its annual review. 25 March 2026 — Child Safe Standards were the focus of a staff meeting, and child safety is a standing high priority in staff meetings. April 2026 — A new risk minimisation plan template and a medication and medical action plan expiry tracker were introduced, with

			understand and apply procedures.			leadership oversight through a master medical management folder in the office, available to all staff and holding each child's action plan, risk minimisation plan and communication plan. May 2026 — Decision made not to post children's faces or identifiable images on the service's social media. June 2026 — All staff completed GECCKO training. The Educational Leader and Assistant Director attended "Navigating Child Safety Reforms: What Victorian ECEC Services Need To Know". June 2026 — Three staff attended "Embedding protective behaviours and body

						safety in practice", and two further staff attended a session at Monash Special School. 18 June 2026 — The staff meeting focused on the Reportable Conduct Scheme and mandatory reporting, including each educator's own duty to report to Child Protection and how allegations about staff are reported to the approved provider, VECRA and the Social Services Regulator. June 2026 — The Providing a Child-Safe Environment Policy was reviewed against the Child Safe Standards reforms and VECRA requirements, with 25 changes made. Staff feedback from the

						consultation shaped a shorter, scenario-based staff quick guide. July 2026 — Other service policies were reviewed against VECRA and Reportable Conduct Scheme changes, including the Social Services Regulator taking over the scheme from 23 February 2026. August 2026 — Leadership walkthroughs and check-ins with educators to confirm their understanding of child safety procedures. The walk-throughs found that some staff were able to answer questions about child safety responsibilities accurately, while

						others needed reminders. Reminder notices were provided to staff, and each educator keeps key child safety information in their professional portfolio to refer to. September 2026 — Each educator was given a printed PROTECT reference sheet outlining the 4 Critical Actions (Identify, Report, Support, Refer). October 2026 — Following the August walkthroughs, staff understanding of compliance has improved. This has been supported by leadership's presence on the floor, daily check-ins, intentional room leader meetings, and clearer

						expectations of the compliance responsibilities that come with each role. A follow-up walkthrough found staff answered child safety and compliance questions correctly, staff practised scenario-based practice questions together at a staff meeting, and the staff compliance tracker shows all required training is current. October 2026 — Ahead of the Assessment and Rating visit, the policies requested by VECRA were checked and updated: Providing a Child-Safe Environment, Safe Use of Digital Technologies and Online Environments,

						Staffing Arrangements, Governance and Management, Health, Safety and Wellbeing, and Sleep and Rest for Children. Changes included notifying VECRA within 24 hours of any incident or allegation of physical or sexual abuse, making clear that staff make their own report to Child Protection, aligning the sleep and rest risk assessment with Regulation 84C, one consistent rule that personal devices and smartwatches are not worn while working with children, a 10-metre smoke- and vape-free zone, and heating bottles in bottle warmers only.
7.1.3	The staff	M	• Review the current	• The updated staff	End of Term	October 2026 —

Staff handbook	handbook is reviewed, updated and improved so it gives all staff a clear, current and accessible guide to roles, responsibilities, expectations and key procedures.		staff handbook to identify information that is out of date, missing or unclear. • Consult staff about what they find useful in the current handbook and what they need added. • Update the handbook to reflect current policies, roles and responsibilities, the Code of Conduct, child safety and reporting pathways, and the compliance requirements for each role. • Review the updated draft with the Director, room leaders and the approved provider. • Introduce the updated handbook at a staff meeting and include it in	handbook is completed and available to all staff. • New and relief staff receive the updated handbook at induction. • Educators can explain their role and responsibilities and know where to find key information.	1 2027	Improving the staff handbook was identified as an improvement area during preparation for the Assessment and Rating visit.

			induction for new and relief staff. • Review the handbook annually alongside the policy review.			
7.2.2	Educational Leader is given more regular consistent hours to ensure all planning is up to date and all educators are supported.	M	Recruit more educators to ensure we can cover sick leave and annual leave to ensure regularly non-contact time.	Staff are reviewing their performance goals and are supported with their continuous professional development.	Ongoing, reviewed each term	March 2026 — Staff have been employed to cover non-contact time. We have enough casual staff to cover sick and annual leave. Room leaders have been having 4 hours of planning a week and assistant have also been having some non-contact time to complete observations. May 2026 — Regular off-the-floor days have been provided, giving the Educational Leader dedicated time away from room responsibilities to focus on supporting

						educators, reviewing planning, and embedding new practices across the service. July 2026 — Monthly reflective questions are shared with the room leaders to address key issues. Educational leader uses time to interact with room leaders in their rooms to assess their programming and teaching practices. July 2026 — The Educational Leader led the move from fortnightly to monthly programming, introducing slow pedagogy so educators have more time to observe, reflect on and extend children's learning, including spontaneous

						learning moments. August 2026 — Each room was set a goal to research a theorist or approach (Kinder 4: Reggio Emilia, Kinder 3: Montessori, Toddler 2: Vygotsky, Toddler and Baby: Waldorf/Steiner), apply one strategy, and document it to share with the Educational Leader by the end of August, supporting educator-led development of the educational program. August 2026 — Photocopied printouts are no longer used across rooms. Staff check with the

						Educational Leader first if photocopying is genuinely needed.