

Only Early Learning Centre



Assessment and Rating under the National Quality Standards Policy

Centre Policy Number 42

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Aim

To ensure that Only Early Learning Centre is effectively prepared for Assessment and Rating as per National Legislation. To ensure that all policies and procedures are reviewed when required, to ensure that they are reflective of Only Early Learning Centre practices and meet the requirements of the National Regulations and National Quality Standards.

Who is affected by this policy

Children
Educators
Staff
Management
Visitors
Families

Assessment and Rating Overview

The purpose of the Assessment and Rating process is to determine whether and at what rating level services meet the National Quality Standard and the requirements of the National Regulations (section 133(1) of the National Law). A key focus of the National Quality Framework is to promote continuous quality improvement. From 2012 all services covered under the National Law have been assessed and rated by authorised officers from the relevant regulatory authority in each state and territory. The Assessment and Rating Process



The National Quality Standard

The National Quality Standards outlines best practice and the way in which high-quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and elements.

QA1	Educational program and practice
QA2	Children's health and safety
QA3	Physical environment
QA4	Staffing arrangements
QA5	Relationships with children
QA6	Collaborative partnerships with families and communities
QA7	Leadership and service management

Quality Improvement Plan

Only Early Learning Centre recognises that Quality Improvement Plans are integral to the Assessment and Rating process. A services Quality Improvement Plan documents the outcome of a service's self-assessment and quality improvement planning process. Services evaluate their current practice against the National Quality Standard, identify their strengths and areas they should improve.

The National Regulations require that the approved provider ensures a Quality Improvement Plan is prepared for the service that:

- Includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations
- Identifies any areas that the provider considers may require improvement
- Contains a statement of the philosophy of the service (regulation 55)

The approved provider must also review and revise the Quality Improvement Plan for the service having regard to the National Quality Standard:

- At least annually
- At any time when directed by the regulatory authority (regulation 56).

The approved provider must submit the current Quality Improvement Plan to the regulatory authority on request (regulation 56). In the case of new services, the approved provider must submit the Quality Improvement Plan to the regulatory authority within three months of the grant of the service approval (regulation 55). It is also a condition of a service approval that the Quality Improvement Plan is kept at the

service and is made available on request to parents of a child who is enrolled at the service or who are seeking to enrol a child at the service, and for inspection by the regulatory authority (regulation 31).

Only Early Learning Centre will follow all of the above regulations in regard to the Centre Quality Improvement Plan.

- All educators and staff members at the centre will be responsible and included in the development of the Quality Improvement Plan
- The Quality Improvement plan will be continually added to, to ensure that it effectively reflects the true improvements made by the centre

The Rating System

The National Quality Standard is accompanied by a national quality assessment and rating process that reflects a national approach to the assessment and reporting of the quality of services across the variety of service settings.

The National Regulations prescribe the five rating levels within the national quality assessment and rating process (regulation 57).

1. Significant Improvement Required (regulation 59)
2. Working Towards National Quality Standard (regulation 60)
3. Meeting National Quality Standard (regulation 61)
4. Exceeding National Quality Standard (regulation 62)
5. Excellent (the criteria for this rating level is determined by ACECQA)

Policies and Procedures

Management will ensure that all policies and procedures will be reviewed annually or when required.

Parents of children enrolled at the service are notified 14 days or earlier (if required) before making any changes to a policy or procedure. This is for policies and procedures which may have a significant impact on the service's provision of education and care to any child enrolled at the Service or the ability to utilise the service.

This will be achieved by the following process:

- During Educator and Staff Meetings at the policy review date.
- Via newsletters.
- Via a Policy Review forms.
- Via Parent Committee Meetings
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Educators other Staff and Parents are able to enquire and have input into any of the policies and procedures of the service at any time.

All policies will be sourced, and dated at each review. Educators/Staff/Management will continuously source relevant information to ensure policies are reflective of current practices and requirements set out by the National Regulations and National Quality Standards.

Educational Leader

Role of the Educational Leader

At Only Early Learning Centre the Educational Leader will be responsible for:

- Collaborating with educators to provide curriculum direction and guidance
- Supporting educators to effectively implement the cycle of planning to enhance programs and practices
- Leading the development and implementation of an effective educational program in the service
- Ensuring that children's learning and development are guided by the learning outcomes of the approved learning framework

The Educational Leader will also have a significant role in:

- Guiding and developing educators and families' understandings about play and leisure-based learning, and the significance of the early years in the education continuum for children
- Building the knowledge, skills and professionalism of educators
- Building a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas

Selecting an Educational Leader

When selecting an Educational Leader, Only Early Learning Centre will use the following criteria:

- Communication and interpersonal skills
- Comprehensive knowledge of theory relating to childhood education and care including child development, attachment, learning, professional standards and approved learning frameworks, and contemporary understanding of evidence-based best practice approaches to teaching and learning
- Knowledge of leadership theory and the use of a range of leadership styles
- Critical thinking skills, including the ability to analyse and challenge conventional practice and ideas
- A willingness to mentor and support educators from diverse backgrounds and with varying levels of knowledge and experience
- A commitment to learning and participating in professional learning opportunities.

Supporting the Educational Leader

All Educational Leaders at Only Early Learning Centre will be supported in the following ways:

- Capacity building opportunities. The opportunity to develop and build their knowledge, skills and competencies
- Autonomy and professional influence to effectively undertake their role

- A clearly defined role description, expectations and outcomes
- Time
- Professional learning materials and opportunities

Responsible Person

Only Early Learning Centre recognises its responsibility to ensure that a Responsible Person is physically present on the premises at all times, the Service operates.

The Responsible Person will be either:

1. The Approved Provider
2. The Nominated Supervisor or
3. A Responsible Person who has consented to be placed in day to day charge of the Service. The Certified Supervisor does not have the same responsibilities as a Nominated Supervisor. A Responsible Person must consent to this nomination in writing.

The Approved Provider will ensure:

- Nominated and Responsible Persons have a clear understanding of the role of the Responsible Person.
- The Responsible Person is appropriately skilled and qualified.
- A Responsible Person is physically present at the Service. Given that the responsible person may change throughout the day (eg at a changeover of shifts), this will be communicated via the chart in the foyer.

The Approved Provider or Nominated Supervisor must ensure that records are kept of the Responsible Person at any given time, and that a record of who is the Responsible Person on duty, is on display in a prominent position in the foyer of the Service.



Sources

National Quality Standards 2018

- 7.1.1 Service philosophy and purpose
- 7.1.2 Management systems
- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals

Education and Care Services National Regulations 2011

Division 4 Regulation 54

Education and Care Services National Law Act 2010 - 162 Offence to operate education and care service unless responsible person is present

Review

The policy will be reviewed annually. Review will be conducted by management, employees, parents and any interested parties.

Reviewed By: Alex Jury **Date:** 16th April 2019

Approved By: Kelly Williams

Date for Next Review: 16th April 2020