



early childhood to
senior schooling

Education and Early Childhood Services
Registration and Standards Board of SA

Port Lincoln Children's Centre

(SE-00010806)

Has achieved the following ratings

Quality Area 1	Educational program and practice Exceeding NQS
Quality Area 2	Children's health and safety Exceeding NQS
Quality Area 3	Physical environment Exceeding NQS
Quality Area 4	Staffing arrangements Exceeding NQS
Quality Area 5	Relationships with children Exceeding NQS
Quality Area 6	Collaborative partnerships with families and communities Exceeding NQS
Quality Area 7	Leadership and service management Exceeding NQS
Overall Rating	Exceeding NQS

The overall rating for a service is determined by the combination of the Quality Area ratings achieved. If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service has been assessed against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*.

**The Education and Early Childhood Services
Registration and Standards Board of SA**

Date of issue: **27 July 2017**

Department Reference Number: **ASR-00019278**



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File Reference:
(if applicable)

National Quality Standard Assessment and Rating Report



Service Name	Port Lincoln Children's Centre		
Service Approval Number	SE-00010806		
Provider Name	Department for Education and Child Development		
Provider Approval Number	PR-00006069		
Assessment & Rating Number	ASR-00019278		
Report Status	Final	Date Report Completed	27 July 2017

About this report

Purpose

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the ongoing quality improvement of the education and care service

The rating system

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the Guide to Assessment and Rating for Services, available on the ACECQA website at www.cecqa.gov.au.

Assessment and rating visit details

Type of service

Long Day Care	<input type="checkbox"/>	Outside School Hours Care (OSHC)	<input type="checkbox"/>
Family Day Care	<input type="checkbox"/>	Preschool/Kindergarten	<input checked="" type="checkbox"/>
Nominated Supervisor	Joanne Smith		
Educational Leader	Joanne Smith		
Primary Contact (for assessment & rating)	Joanne Smith		
Quality Improvement Plan Date Received	13 June 2017		

Visit/s

Date	20 June 2017
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Authorised officers

Name 1	Gloria Debba
Name 2	

Further information (if applicable)

The Port Lincoln Children's Centre (PLCC) is a well-established service situated in the seaside town of Port Lincoln on the lower Eyre Peninsula of South Australia approximately 646 kilometres from Adelaide. The service provides both preschool and centre based care in an integrated setting. The original service opened in 1966 in a hall, providing Kindy to Aboriginal children in the community but moved to its current setting in 1996 with a Budget Based Funded (BBF), child care program included in 1996. In 2016 the service celebrated 50 years as a Kindy program and 20 years as a child care program (see standard 6.3).

The service is jointly funded by both the Commonwealth and the Department for Education and Child Development (DECD) and has an active management committee and also provides a bus service to support children's access to kindergarten as part of the Indigenous Advancement Strategy funding (see standards 6.1 and 7.1).

During the assessment and rating visit the four year old preschool program was in operation with children attending 8.45am-3pm Monday and Tuesday and 8.45am-12pm Wednesday. An early learning program is offered to three year old Aboriginal children on Thursday and Friday from 8.45pm until 3pm. The home visiting program was also in operation and the authorised officer had an opportunity to speak to the educators who visit homes and sight the documentation they gather with families.

Following the draft assessment and ratings report, the service identified information that had been captured with some inaccuracies.

As a result of this, information has been altered in the relevant areas of this report to reflect the correct information.

Quality Area 1 – Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	Met
1.1.4	The documentation about each child's program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met

Evidence for Standard 1.1

Educators consider the Early Years Learning Framework (EYLF), centre philosophy, *United Nations Convention on the Rights of the Child* to develop a curriculum for children at the service. The educators' value family input, children's voice and cultural ways of being and actively engage families in the collection of information to support planning. The service provides a home visiting program for children from age three. Educator's visits parents and discuss their child's unique dispositions, current interests, learning goals and aspirations for their child. Educators also discuss any health or development concerns and aim to provide links to support services as part of their commitment to early intervention. For example, 26 children out of 40 of this year's enrolments at kindergarten have been referred for speech and language therapy (see standard 5.1, 6.2 and 6.3).

There is also a commitment to increasing learning outcomes for children's literacy and numeracy with additional teaching support provided as part of the Aboriginal Family Literacy strategy. Additional resources are shared with families to support their engagement in their child's learning. For example, reading books are shared and craft materials such as, markers, glue, stickers and a camera and paper are sent home to create a page for the family book. Families are provided with opportunities to provide feedback on their child's learning and co create goals with educators.

The curriculum decision-making maximises children's learning and development opportunities. As part of the curriculum educators engage in a range of routines and practices to support children's agency and develop skills in a meaningful way. For example, as children arrive they have an opportunity to choose their name card and write their name on their lunch items for the fridge.

The educators are involved in two DECD partnership projects for the region. They intend to use the

Respect Reflect Relate to evaluate the active learning environment. They are also exploring 'who is doing the thinking' and are using provocations to explore children's critical thinking by asking them to stop and think then share what they are thinking. For example, the educator has been looking at Captain Cook's arrival in Australia. A display depicts images of the time; historical pictures of Aboriginal people, an Aboriginal nation map and other images of how people dressed at that time. Children were asked what they noticed and what the names of the people were. Some children said 'Black fullas' when asked who was Aboriginal. Some children did not put up their hand and did not identify with the images as some of the individuals had no clothes on and their skin was very dark. This inspired a conversation with children, with educators identifying that they were Aboriginal and talking about the different shades of skin in their own extended family.

Children also were encouraged to prepare their ears and brain for learning and were intentionally taught a strategy to ensure that each nostril was clear of mucus and their brain was warmed up and ready for listening at group time. The educators demonstrated this and provided positive feedback to the children. As part of the curriculum's focus on wellbeing educators have been promoting children's wellbeing through concepts such as identity and exploring emotions and have introduced 'fill your bucket' concept of positive psychology.

Children's learning is supported by the program's routines and scheduled events such as bell and role monitors and small group work. For example, after snack educators broke into groups and worked with approximately six children each; supporting richer conversations, reducing time children needed to wait and providing more focused assistance. For example, the children were observed sitting at a table with the educator. She encouraged each child to think about something they remembered from the previous day's excursion at the maritime museum. Children spoke easily about what they could remember such as dolphins, small and large boats or an old boat that looked like a pirate ship. When the educator asked the children to draw something they remembered she needed to adjust her approach, as they were reluctant to draw and began to disengage. She started to talk about what she remembered such as 'I remember the long sticks that went up' (describing the masts on the boat) and drew on her paper using other strategies such as asking questions, how many fins did you see out of the water? (Discussing features of the dolphins) that then encouraged the children to have a go at drawing.

Two children shared their learning portfolio folders with the authorised officer. All of these were on display and available to children and families. They included the child's individual learning plan (mind map) and on the other side of this page they recorded the children's voice. A range of photographs, learning stories and other group learning experiences such as excursions and ear health care were also evident.

Children had free access to a range of toys and resources in both indoor and outdoor environments simultaneously supporting children's agency. Children were observed engaged in dramatic play together, for example pretending to be pirates with dress ups and props. When asked could the child see anything in the water like a shark the child said 'a dolphin'. Educators were observed sitting and reading stories to children one to one. The long day care children mixed with the kindergarten program as part of the fully integrated setting. Children could spend time playing with siblings and friends. Children were observed following their own initiatives such as trying to pull children around in the large waffle block cart and balancing from the edge of the decking and sliding down the wooden balustrade. Educators stood close by and provided encouragement and allowed the children to explore in their play. When one child was considering his choices the educator provided feedback about how proud she was that he was able to make a safe choice.

When children were observed in conflict educators asked children to look at their friend to notice their feelings and asked if they were filling or dipping in their friends bucket (see standard 5.2)

Standard 1.1 is rated

Exceeding NQS

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met

Evidence for Standard 1.2

Educators are focused, active and reflective in designing the play-based program. Educators gather information used for assessment during children's enrolment and induction into the service. Some of this information is gathered during the home visiting program for the three year olds, where families can share information, ask the educators about their child's development and raise any concerns. This has proven to be an important part of the services capacity to provide early intervention in a culturally appropriate way, particularly as many children have ear, nose and throat health challenges and sometimes asthma or other global developmental delays.

Belonging, Being and Becoming, EYLF learning outcomes are included in documentation. Educators use a tool called Remote Indigenous Perspectives of EYLF as a professional development resource to support practice and planning. Themes of identity, futures, and interconnectedness, thinking and communicating are identified using Aboriginal symbols and directly link to EYLF outcomes.

A range of tools is used to record and reflect on practice. Information is gathered from children, families, observations and other reports from specialists and therapists. Program and routine information is on display for families in the foyer and in both areas of the service. The care environment is fully integrated with the kindergarten and uses a similar format to record children's learning that supports caregivers. Children's individual daily routines are recorded and available for families.

Daily curriculum discussions ensure the program is responsive to children's current interests. Systems have been established to record group and individual children's learning and development. All educators contribute to observations and ensure all children are assessed against the learning outcomes. Literacy and numeracy indicators are reflected upon and included in documentation and summative assessments. As discussed earlier strategies are in place to support two-way communication with families to ensure collaborative planning (see standard 1.1 and 6.1).

Children had a range of opportunities to engage in free play and were observed playing alone, parallel to peers and in small groups. Children were also heard asking educators for help chatting to them or asking them for equipment. Educators were heard responding to children in meaningful ways, asking open-ended questions to extend their thinking and learning and supporting their ideas.

The authorised officer sighted many examples of intentional teaching during the visit and in highlighted room displays such as 'How the bird got their colours', learning stories and children's learning portfolio folders. Floor books celebrate group learning and children's previous knowledge and thinking. For example, educators explore the risk and benefits of cooking marshmallows on the fire with the children. Children's voices were included. For example, one child stated 'to keep safe you need to keep a safe distance'. Another child shared she had marshmallows at the football fire.

Another significant area of the curriculum is teaching children about emotions and the Keeping Safe: Child Protection Curriculum (KS: CPC). This and other curriculum goals are shared with families as part of the services family night held in term one. Children have access to an interesting, natural and challenging outdoor learning environment and are learning about sustainable practices through hands on opportunities such as gardening and composting (see standards 3.2 and 3.3).

Educators are involved in critical reflection and meet weekly to discuss their observations, input from families and the children's curriculum. They also reflect on the National Quality Standards as part of their staff meeting and as discussed previously engage in critical reflection with peers as part of the local DECD partnership (see standard 4.2).

Standard 1.2 is rated

Exceeding NQS

Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

QA1 Compliance Notes

For Quality Area 1, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

No

Quality Area 1 is rated

Exceeding NQS

Quality Area 2 – Children’s health and safety

Standard 2.1	Each child’s health is promoted.	
2.1.1	Each child’s health needs are supported.	Met
2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met

Evidence for Standard 2.1

Each child’s health is promoted. The service has appropriate systems in place to gather information from families during enrolment to ensure children’s health and wellbeing. There were no children on health care plans during the assessment and rating visit. One child was lactose free and provision is made to provide them with an alternative milk at snack time or when cooking.

As part of the service’s commitment to supporting children’s health and promoting early intervention authorisations are obtained during enrolment so children can access the Healthy kid’s clinic provided by Port Lincoln Aboriginal Health Service Maternal Health team. Children are taken to appointments by parents or the clinic visits children at the service every term. There are also links with the Port Lincoln community health service for children who do not attend the preschool program so that therapy can be accessed before they start preschool (see standards 6.2 and 6.3).

Practices that support children’s health include,

- children’s enrolment and immunisations record checks
- Child Youth Health developmental checks promoted
- health care plans are developed for children who require one
- first aid equipment
- promotion of healthy eating through discussions with children and families
- posters and displays
- dental visits (incursions)
- areas have been created indoors and outdoors for children to rest and relax
- accidents and illnesses are addressed through educator first aid qualifications policies and practices such as record keeping
- Hygiene practices are promoted. For example, washing hands before meals and after the toilet as well as after messy play
- healthy ear program- intentional teaching
- encouraging children to manage their own health needs such as toileting procedures and

blowing their nose and coughing.

Children have opportunities to sleep and rest in both outdoor and indoor environments. The authorised officer discussed safe sleeping practices in place for children under three years. Children are checked regularly when sleeping which is recorded and educators are aware of the risks of SIDS. The authorised officer sighted the sleep rooms and safe sleeping practices on the day.

The service is cleaned independently throughout the week and other deeper cleaning such as carpets occurring once a term or earlier if there has been an outbreak. Educators monitor the environment throughout the day. Procedures are in place to support children who have toileting accidents. Children are also encouraged to care for their environment and are encouraged to help pack up.

Standard 2.1 is rated

Exceeding NQS

Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met

Evidence for Standard 2.2

Healthy eating and physical activity are embedded in the program for children. Healthy eating is identified in the service's philosophy as an important foundation for health and development. The service promotes healthy eating choices in its parent handbook and enrolment information and provides lunch box ideas for the preschool children under headings of everyday foods at PLCC and sometimes food for home. The service is a nut free service and alerts families to this in documentation and in displays.

The service also employs a cook who provides morning tea across the service and provides a meal for long day care children and offers this service to preschool for a small additional fee. All families are encouraged to bring along a piece of fruit to share and are provided with a plastic water bottle at enrolment to promote the importance of drinking water. Educators were heard asking children if they had breakfast and would like anything from the kitchen. Provision is made for any children who require food across the day.

Children have many opportunities to learn about healthy food through gardening and cooking experiences (see standard 3.3). Children with allergies are accommodated and alternatives provided or families provide specific foods. Foodbank is also promoted at the service and is available via the Aboriginal Community Council to support families that are suffering hardships (see standard 6.1 and 5.3).

Physical activity is promoted throughout the curriculum in many ways. The large outdoor area has different sections that provide opportunities to explore and challenge their skills. For example, there is a large bicycle track that is utilised and is also shared with the community (see standard 6.3). A fixed climbing fort has a slide and steps that children were observed playing on. Other moveable equipment was available for children to balance, climb and could choose to practice their skills. Children were observed balancing on large rocks, wooden stepping-stones and exploring the deck.

A range of fine motor equipment such as drawing and painting equipment and sensory materials such as playdough and tools were available and children were observed exploring these during the visit. During the assessment and rating visit the children went on an excursion to the local kindy gym. Educators shared this is a favourite experience for the children who visit the program twice every term. The educators also plan a range of excursions in the community either walking or visiting other local places and services in the region to explore their environments (see standard 1.2 and 6.3).

Standard 2.2 is rated

Exceeding NQS

Standard 2.3	Each child is protected.	
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Met

Evidence for Standard 2.3

Children are protected with educators moving around the building with children to provide effective supervision in both indoor and outdoor learning environments. Children were observed coming into kindy from the bus with two educators observed counting and checking children's names against the roll. Recently the bus procedure was reviewed after an incident and a new procedure requires educators to record the child's name and time they were collected in the bus diary. The vehicle is also checked once children have left the bus. Families provide authorisations for transport, excursions, local walks and health visits.

Effective processes are in place to identify and manage risks within the service. Examples of risk assessments for excursions out in the community were sighted and a range of risk benefit discussions with children were recorded in one of the preschools floor books. For example, toasting marshmallows on a fire, being safe on the bus and being safe in the cubby. Children were observed naturally assessing risk during their play with educators standing by to discuss and provide them with feedback.

The service has plans in place to manage risks and emergencies. Evacuations and invacuations are conducted each term, recorded and evaluated. The service also has a bush fire action plan that has been developed with local country fire authorities and DECD that is reviewed annually.

Educators and leadership understand their roles and responsibilities to protect children from harm and are aware of their legal responsibility under the Child Protection Act. Educators have attended Responding to Abuse and Neglect (RAN) and Child Safe Environment (CSE) training across the site. The director discusses children's wellbeing at staff meetings and has support systems in place to assist educators who may need to make a report. Educators actively promote the importance of the KS: CPC in their program and during the family information night they explain ways they are building children's awareness of feelings and rights to personal safety. The director shared how she has advocated for children's wellbeing within families and has been called to assist in child protection planning meetings with families and the justice department.

As discussed previously many strategies are being used to support children's learning such as implementing the 'Filling your bucket' concept with evidence of several children articulating their feelings and using similar language at preschool and at home.

Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

For Quality Area 2, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 2 is rated

Exceeding NQS

Quality Area 3 – Physical environment

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Met

Evidence for Standard 3.1

The design and location of the premises is appropriate for the operation of a service. All buildings, furniture and equipment provide a stimulating learning and care environment.

The service has a foyer, administration area and office in the main foyer. Display boards highlight the philosophy, United Nations Rights of the Child, National Quality Standards (NQS) learning outcomes, and community learning is displayed in floor books. Staff photographs and the latest newsletter are also available.

The service has a large play room that is shared by the child care and preschool. A sleep room, bathrooms for children, nappy change facilities and a staff room come off the main room. A fully functional kitchen is maintained by the cook and has facilities to make meals for children at the service.

The large outdoor learning area is divided into four parts. The main play area is accessed from the service and is used by the child care and preschool children. Fixed shade and play areas are available with some fitted with zip lock blinds. For example, the sandpit and verandahs therefore providing opportunities for children to play in all weather conditions. There is also access to adult and children's bathrooms from the verandah. Beyond this area there is a bike track, a vegetable garden and a natural reconciliation garden as well as a large more challenging fort and play space that has been created and is sometimes accessed by the community for events (see standard 3.3). A large car park and storage shed are located at the back of the building where the services bus is stored.

All furniture and equipment is appropriate and clean for use by the children. A budget is available to maintain and replace equipment. A range of wooden, plastic and other natural loose parts and materials were available for children. Natural light is utilised and the service has air-conditioning to provide heating and cooling.

Facilities are designed or adapted to ensure active participation by every child in the service and promote flexible use and interaction between indoor and outdoor space

A local cleaner maintains the service every night with additional cleaning occurring during holiday breaks. The bus is also regularly cleaned and systems are in place to address any spills or accidents. The gardener and DECD facilities manager ensures play spaces are clean, tidy and kept safe and

comply with Australian safety standards.

Standard 3.1 is rated

Exceeding NQS

Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Met

Evidence for Standard 3.2

The service is inclusive and promotes competence and independence. Outdoor and indoor learning spaces can be accessed by children simultaneously during morning and afternoon play times. Children were observed accessing a range of resources to support their play. Many loose parts and other resources were available for children to use such as dress ups, props, magnetic and wooden materials and blocks, books, puppets and drawing and painting materials. Children were observed talking about their play, reading stories with educators, playing with and alongside peers such as balancing and jumping off beams and pretending to be pirates in a boat made from waffle blocks. Children in the sand pit were observed working alone and accessed additional materials to extend their play.

Many literacy resources have been made by the service. For example, a collection of photographs has been made into a book called *Friends* and another called *Healthy Ears* and depicts children learning about how important it is to blow your nose properly. Other floor books capture children's voice and drawings about their wonderings or response to provocations such as how to be safe at kindy or cooking marshmallows on the fire. Another page recorded questions about guns that children wanted to ask the police officers next time they visit.

A range of sensory equipment is available in both indoor and outdoor environments such as visual water and sand timers, playdough, sand and mud kitchen. Whilst a large selection of natural loose parts supported hands on learning around a range of questions. For example, bark, leaves, seed pods, shells, sponges and Aboriginal wooden clapping sticks and bowls

It was clear from the range of evidence sighted in children's learning folders, floor books and displays that children had access to a variety of learning environments at the service and in the community such as the Kindy gym and local Koala Park.

Standard 3.2 is rated

Exceeding NQS

Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met

Evidence for Standard 3.3

The service takes an active role in caring for the environment. Educators are committed to creating a sustainable future as global citizens. As a result of professional development at the Early Childhood Australia conference, a plan has been developed to support the services QIP. As part of this, the educators have been focusing on teaching children about caring for themselves, each other and the environment. The fill your bucket concept has provided a medium for this that has been shared with families (see standard 1.1, 1.2, 3.2 and 5.2). The service also promotes philanthropic endeavours as global citizens and shares its resources for example, by donating toys and resources to a service in Queensland after the catastrophic floods in the area.

Sustainable practices are embedded at the service with established fruit trees, garden beds and systems in place. The service aims to reduce, reuse or repurpose materials and reduce waste. These practices are promoted through hands on experiences such as,

- the use of a three bin recycling station
- some scraps are given to a local family for their chickens
- water tanks and cans are used in play and for the garden and plant pots
- hands on gardening experiences that include preparing the garden beds and seedlings, growing, weeding and harvesting and cooking
- established fruit trees that are cared for and produce is used at the service or shared with families
- noticing the biodiversity such as bugs and caterpillars that try and eat the vegetables and fruit
- composting using the tumbler and bin system
- maintaining the worm farm
- access to a range of natural materials for play such as flowers, herbs, gumnuts, leaves, bark etc.
- sharing stories with children about caring for the natural environment and saving energy
- repurposing materials to make two kitchens for the children under and over three year olds
- planting of native trees and bushes and a bird bath that attract birds
- promotion of actively caring for the preschool environment
- power saving initiatives such as solar panels have been installed
- recycling photocopying cartridges at the post office
- collection of recycle items that can be taken to the recycling depot.

The children are able to visit a range of natural environments in the local community such as the beach, scrub and Glen forest and maritime museum. Families are provided with a range of books that promote the sustainable concepts via the literacy kits distributed to all children.

Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

QA3 Compliance Notes

For Quality Area 3, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 3 is rated

Exceeding NQS

Quality Area 4 – Staffing arrangements

Standard 4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.	
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	Met

Evidence for Standard 4.1

The staffing rosters and deployment of educators and support staff enhance children’s learning and ensure their safety and wellbeing. The service preschool operates on a 1:10 ratio as a category one site. The long day care part of the service meets the NQS in relation to child staff ratios. Rosters have been developed to share responsibilities for all aspects of the curriculum these were sighted in the preschool and include systems for supporting bus runs. In addition to this the service employs a bus driver, cook and Finance Officer. All staff members have appropriate qualifications for their roles as well as up to date relevant history assessments, child safe environment training Responding to Abuse and Neglect and first aid qualifications.

The service has had a stable core staff team since 2008 with the director being the site leader since 2007 that has been able to provide continuity for children and families in the community. For example, one of the teachers also works in a local school and has supported children from preschool in new learning environments. Some educators work part time and are available to work extra hours as required to meet the needs of the service. The staff team photographs are on display in the foyer and provide a reference to support families and visitors.

The sites induction process is revisited with all staff members at the start of every year to ensure understanding and consistency of practices. Systems are in place to induct volunteers and students as required (see standard 7.1).

Standard 4.1 is rated

Exceeding NQS

Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met

Evidence for Standard 4.2

The consistent staff team has provided the service with an opportunity to build a team based on common values and respect. Many of the educators are from the local community. The educators wear a uniform so they can be easily identified and staff profiles are shared in the newsletters with families. All staff behaved in a respectful and supportive manner throughout the visit creating a safe and welcoming environment for children, families and visitors.

The educators reflect on their philosophy the UNCROC and the Australian Early Childhood Code of Ethics (child care) and AITSL standards for Teachers (preschool) to guide their practice and reflect on their professional development goals and plans.

Educators have established communication systems in place to share day-to-day information and support practice. For example, programming documents and QIP are on display and other tools such as a chart labelled '10 what questions' to develop growth mindset in children that provides ideas. Staff meetings and curriculum meetings are held regularly with time allowed for child care to meet after the whole of service meeting. This ensures all staff members have an opportunity to hear information first hand and can contribute to curriculum discussions supporting consistent practice.

Educators have been actively engaging in a range of professional development opportunities since 2012 to challenge and deepen their pedagogy and curriculum knowledge. These include engaging in research projects and utilising tools such as the *Respect Reflect Relate and attending a leadership Boot Camp to support shared leadership* (see standards 1.2 and 7.2). Following on from this the director and one of the educational leaders attended a session on Strength Based Practice. This led to a session developed for the whole team that provided an opportunity to reflect on a virtue they related to and one they would like to develop. These were shared as well as each individual's five top character strengths, providing opportunities for rich team discussions that affirmed purpose and gave direction for future personal goals.

Educator's interests, hobbies and skills are valued at the service and are shared with children and others. For example, gardening, music, local Aboriginal knowledge, stories and art practices. There is respect for the individual educator's spiritual beliefs and celebrations such as birthdays. Whole of team gatherings occur each term to affirm and celebrate achievements.

Educators have opportunities to access professional development appropriate for their work. For example, the cook has accessed training from Nutrition Australia. All educators participated in Workplace Health and Safety sessions and have opportunities to become site representatives, for example, the fire warden. Mentoring opportunities are embedded with experienced educators mentoring others.

Within the local community and DECD partnership the early year's coordinator for the region supports the educators in their reflective practice and with the QIP. The service links with other services, educators and leaders to share knowledge, progress with initiatives and critically reflect on practice. For example, recently educators shared their learning from their project work on the Aboriginal Family Literacy Strategy.

The director also links with other Aboriginal services nationally through an indigenous pedagogical leadership research project with the Australian Council for educational Research and the Queensland Government Indigenous Priorities Remote Indigenous Professional Development Program and had an opportunity to present her research findings of 'Our ways of knowing being and doing in early years' at a conference held in May 2017. The director has also been nominated for an award as a leader on several occasions (see standard 7.1 and 7.2).

Standard 4.2 is rated

Exceeding NQS

Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

For Quality Area 4, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 4 is rated

Exceeding NQS

Quality Area 5 – Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met

Evidence for Standard 5.1

Respectful and equitable relationships are at the heart of the service with educators maintaining respectful relationship with children and their families. Children often call educators aunty, nanna or poppa out of respect and may know educators from their families and communities.

Educators have high expectations of all children and actively engage children and families in a respectful way starting in child care and via the home visiting program (see standards 1.1, 1.2, 2.1, 6.1 and 6.2). Families have an opportunity to share their goals for children and children have opportunities to influence the program in meaningful ways via their ILP. Examples of these were sighted by the authorised officer and highlighted the unique interest of children the educators planned for. For example, an excursion to an art gallery was planned for a child who showed interest in drawing and painting (that was confirmed by her parents as well) and provided a rich learning experience for the child and her peers.

Educator interactions were warm, friendly and playful. Children were greeted by name and educators were heard talking to children about their families, interests and home life. Educators positioned themselves at children's eye level with some educators sitting on the floor or on a low chair to read or play with children in both indoor and outdoor environments. Educators were heard posing open ended type questions during play such as who lives in the sea? Can a wolf swim?

During the session children had opportunities to self-select activities from open shelving and could access both indoor and outdoor play environments. Children were observed separating easily from families or arriving by bus where peers and educators were observed giving them high fives to welcome them into the service. During group discussions educators linked the days learning with past experiences such as the excursion they had been on the previous day. They also paused to let children share their ideas. Sometimes the educators would reframe the response to support the groups understanding.

Programs and strategies have been developed to support the many children who have speech and language delays. This includes one to one and small group work with a familiar educator. A speech pathologist works closely with the team to provide information, programs and ideas of how to create a language rich environment for children. One of the strategies is educators prompting children to provide more information about objects such as describing their size, colour, shape, use or what it is made from (see standard 6.2 and 6.3).

There are opportunities for children to take on roles and responsibilities such as ringing the bell and using the microphone at group time to welcome children during roll call. Other jobs they can

nominate for include the composting routine, gardening helping to set up play spaces and helping to clean up.

Children are encouraged to develop life skills and take responsibility for their health and wellbeing and as part of their routine. Visual reminders help children learn the sequence and remind children of key concepts such as the 5 Ls for listening, bathroom schedules and stop and think. Throughout the day children were being reminded to take responsibility for their needs. For example, to blow their nose, pack away and return items to their bags. Children also appeared to take pride in their learning portfolios, ideas and artwork and offered to share them with educators and the authorised officer.

Standard 5.1 is rated

Exceeding NQS

Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met

Evidence for Standard 5.2

Each child is supported to build and maintain sensitive and responsive relationships with peers, educators and family members. Collaborative learning opportunities are planned for in many aspects of the curriculum from home visiting initiatives and the service. For example, families are encouraged to read to their children and are provided with a range of books and ask the families to record who read the story and take a photograph that is recorded as part of the child's learning program.

Intentional teaching opportunities are planned for and provide meaningful opportunities for children to share their knowledge and learn from peers as well. For example, group songs and games, discussions about past experiences and outings, project and inquiry questions. Educators model thinking skills to support children's comprehension and aim to demystify by discussing strategies they use for example, how to start an activity as outlined in standard 1.1. Educators support learning dispositions such as persistence and practise that support children to be successful. Evidence was sighted on the day and is available for children everyday such as practising writing their names on their lunch box items and other belongings such as artwork and notes.

Educators model and encourage children to consider how they can fill each other's bucket. This has been shared with families as well. For example, children are given a talking rock to support respectful listening in groups. A Venn diagram was drawn with children highlighting what the concept looks like, sounds like and feels like. During the visit educators were heard talking to children about this and supporting conflict resolution. Educators have also been discussing caring for each other and the natural environment to support empathy and compassion with the children.

Children were observed to generally respond to educator expectations of behaviour and were easily redirected. Educators also made a point of noticing when children made appropriate choices and used positive language to support the behaviour they expected such as 'walk inside'. They encouraged children to stop and think to foster the idea that they are capable of making decisions and contributing to group discussions.

During a transition from lunch to quiet play a group of children seemed unable to settle into reading a story as directed, they began to wonder and pull toys off the shelf but did not play with them. An educator went over to settle the children and introduced a group story. She soon abandoned the idea as the children were too restless and moved the group outside for a run before they went to the kindy gym. Educators discussed how they continually review routines, access professional development regarding behaviour and consider the individual circumstances of children to understand and develop appropriate strategies with families and support services. Educators have identified the continued need to focus on this area in the service QIP. A discussion with the authorised officer at the end of the day explored strategies based in attachment theory and that

support children's individual development and sensory needs.

Standard 5.2 is rated

Exceeding NQS

Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

For Quality Area 5, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 5 is rated

Exceeding NQS

Quality Area 6 – Collaborative partnerships with families and communities

Standard 6.1	Respectful and supportive relationships with families are developed and maintained.	
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Met
6.1.3	Current information about the service is available to families.	Met

Evidence for Standard 6.1

Respectful supportive relationships with families and caregivers are developed and maintained. The service recognises families as children's first and most significant teachers and respect Aboriginal ways of being. The service is well established in the community with many families returning with siblings or parents who used to attend the preschool themselves now bringing their child. Educators are very respectful and sensitive to the living and custody arrangements of children and work with the caregivers.

The enrolment process was critically reviewed and updated in early 2017. Educators begin to develop relationships with families more formally during the enrolment process. This can be as they transition into child care or into the three year old preschool program. A meeting is arranged with the director or assistant director to assist the family's orientation and can offer support if required to understand any forms and obligations and responsibilities such as the services policies. It is important to note that the bush fire policy is shared with families as part of this parent information (see standard 2.3).

Families are encouraged to become involved in the service in whatever way they can. Information about nominating for the management committee is highlighted at enrolment and promoted through newsletters and face to face conversations with caregivers. The committee is elected at the annual general meeting where parents can learn about the role and nominate for positions. Currently there is a strong representation of Aboriginal families on the committee who are actively involved and assist the director in the management of the service.

Families have a variety of ways to contribute to the management of the service for example by reviewing policies, service philosophy, budgets, staffing, professional learning, resources and arranging gatherings and events such as the family night held each term.

As discussed previously children's ILP are co-created with children and parents/caregivers. Families are reminded to feedback on the curriculum via their child's learning plan, newsletter feedback slips and formal surveys. Evidence of this was sighted for both child care and preschool families. An open night is held every year in Term 1 to support families to understand the goals of the preschool curriculum and provides an opportunity for parents to ask questions about the EYLF learning outcomes, NQS and the other areas of the program including numeracy and literacy learning initiatives and indicators, fill your bucket concept and the KS: CPC. This year families were also shown a powerful YouTube clip called 'Just breathe' by Julie Bayer that highlighted children's

emotional wellbeing and feelings. Resources were shared including a glitter jar to support relaxation and mindful practice with children at home.

The service has recently updated its website. There is comprehensive information about the service available in several formats both at the service, in the foyer and on line. Information is also provided as part of the enrolment pack which includes the service philosophy an overview of policies, grievance information, food for PLCC with authorisations sought for regular outings, bus transport, health checks, photography and other elements of the program (see standard 6.2)

Standard 6.1 is rated

Exceeding NQS

Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected.	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	Met

Evidence for Standard 6.2

The service values family contribution to the curriculum and their child's learning. The home visiting program provides a respectful opportunity to work alongside families in a relaxed atmosphere to have meaningful conversations. As discussed previously families have opportunities to contribute to their child's ILP and volunteer in the curriculum either on excursions, visiting the service to share a skill or interest with children. Families are invited to attend special person day, mother or father's day, Easter and Christmas celebrations, NAIDOC week and reconciliation events, family nights, working bees, and preschool graduation ceremony. Excursions in the community that families have attended include, Reconciliation events and Glen Forest Animal Park to meet the children and staff for a barbeque (see standard 1.1, 1.2, 5.1 and 6.3).

Newsletters are comprehensive and assist communication with the service aiming to produce one three times a term. Children's learning in each area of the program is highlighted, recipes are shared, children's birthdays are acknowledged, community events are promoted, family nights and parent comments are shared with the community.

The service has links with many local service providers such as PLHS and CYHS and promotes these with families (see standard 6.3). Displays at the service promoted children's learning, the program, and newsletter and literacy giveaways. Early intervention is promoted and families are encouraged to seek local support with their children's health and development. Many community services can be accessed at the site. Family workshops on topics such as the Autism and Circle of Security that are currently on offer in the local community were promoted in the foyer.

Standard 6.2 is rated

Exceeding NQS

Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met

Evidence for Standard 6.3

Established links with the community support the service and curriculum in many ways and include many volunteers. For example, the Port Lincoln high school cadetship, Port Lincoln Community Council work gang provided the resources to create the extended outdoor learning area, as well as the challenging fort upgrade which was part of the Commonwealth Government BBF Infrastructure upgrade. The men's shed has made mud kitchens and other resources for the service by repurposing materials.

The reconciliation garden is a respectful place that is used by the service for various celebrations and gatherings such as the family night where traditional Aboriginal food is cooked on the fire. The service is involved in planning and participating in NAIDOC week march and celebrations with these promoted on the website.

As discussed previously links are well established with early intervention service providers including the PLAHS, Child Development Unit, community health allied health professionals such as speech pathologist and occupational therapists. At the moment they are promoting asthma awareness and assessments for action plans at the preschool due to an increase in incidents in the community.

DECD special education support services are accessed to support preschool educators to develop strategies and goals for children with families. Parents are encouraged to access parenting workshops sometimes presented at the service by local therapists and others available in the community and hosted by Save the Children Foundation and the Parenting Research Centre for example.

The service links with local schools and preschools in the area via transition programs that have been established and links with other remote services on the peninsula for play dates. As discussed previously the services bus allows the children to access many local community experiences such as described in standards 1.1, 3.3.

The service had a long history with Novita as the child care inclusion support agency and is now beginning its partnership with the Gowrie. The service is a member of Network SA and has utilised their services and support.

Other community groups such as the police and CFS and the local vet and dentist visit the service and support the curriculum. The service promotes family events in the community like the local football clubs NAIDOC week march and community celebrations such as the elder's lunch. Books

donated to the schools and parent group were from the Indigenous Literacy Foundation book program which PLACC applied for membership to get books out in to the Aboriginal community..

The service is committed to being and promoting caring initiatives like being a responsible global citizen and promotes care for others. For example, donating toys and resources to a local remote service and a preschool in Queensland that was in need (see standard 3.3).

Standard 6.3 is rated

Exceeding NQS

Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

For Quality Area 6, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 6 is rated

Exceeding NQS

Quality Area 7 – Leadership and service management

Standard 7.1	Effective leadership promotes organisational culture and builds a professional learning community.	
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met

Evidence for Standard 7.1

As discussed in standard 4.1 and 4.2 there is effective leadership at the service that promotes a positive organisational culture. There is a history of an active management committee that supports the director and assistant director in their role. Each year an annual general meeting is held at the service and in line with their constitution previous members support new members. In 2016 members attended a training session for management committees hosted by DECD and a workplace health safety, law and responsibility session to assist them in their decision-making role. In addition to this a manual has been developed for easy reference to assist new members. All members will be completing training in RAN-EC in June 2017. Currently the committee is made up of a strong young group of parents who are well connected to the community and actively support the initiatives of the service discussed in standard 6.3.

The director emails the chairperson prior to the regular meeting to discuss matters and create an agenda that is distributed before the meeting. The team meet with the finance officer to discuss the budget and she meets and prepares a report for the treasurer to present.

The service has a comprehensive induction process that has recently been reviewed and updated with relevant policies and procedures. All new educators go through the induction handbook when they start and meet with the director. A checklist is worked through with matters discussed at different stages. All existing employees revisit the handbook at the beginning of each New Year.

Effective processes are in place to provide consistency of educators at the service. The long term educators have provided continuity for children and families and enabled the team to deeply reflect on practice over the years. The director and early year's coordinator work together with DECD to advocate for continuity at the preschool.

The director is the educational leader for the site and promotes a model of shared leadership that enables educators to work with their strengths and passions. High expectations for the service

support opportunities for educators to engage in critical reflection and identify appropriate professional development.

All adults working with children and those engaged in management of the service or residing on the premises are fit and proper. The director keeps a running sheet to ensure all qualifications and relevant history assessments are up to date.

Standard 7.1 is rated

Exceeding NQS

Standard 7.2	There is a commitment to continuous improvement.	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met

Evidence for Standard 7.2

There is commitment to continuous improvement that has been documented in the services QIP. The service philosophy was reviewed in 2016 as part of this process families were asked to indicate a value of meaning to them on a stone. These were collated and informed a design for the entrance to welcome families. Two educators created a piece of art called 'Our belonging tree' representing the service that is displayed in the foyer. There are links to the UNCRC embedded in the philosophy that underscore the rights of the child. Educator practices observed during the assessment and rating visit were congruent with the services philosophy.

A regular performance evaluation of educators and staff supports their individual development and informs the QIP. Each staff member works through the document as part of the self-reflective process. The director and assistant director staggers the meetings across the year to spend time one on one with the team and uses the relevant professional codes to support the process. The director and assistant provide regular verbal feedback to staff members about their work and contribution to the service and its culture (see standard 4.2).

The service self-assessment process is supported by an annual closure day where all staff can contribute to reflection on each area of the NQS. The child care and preschool team are mixed to support team work across the site. Regular staff meetings throughout the year focus on the services QIP goals and progress is discussed. Outcomes are shared with management committee and a family friendly version of the QIP was on display at the service and has been shared in past newsletters. In addition to this, the concept has been shared with other Aboriginal services in SA.

Standard 7.2 is rated

Exceeding NQS

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met

Evidence for Standard 7.3

Administrative systems enable effective management of the service. Records and information are reviewed regularly for efficiency and relevance. The service is aware of the importance of confidentiality and promotes this with families and educators as part of their induction and orientation.

Systems are in place to store educator and family's confidential information securely. Including relevant history assessments and qualifications obtained. Secure storage for enrolment records and computers that can access the SPIKE is kept on a password protected computer in a lockable office. Archived systems are in place on site and are available in accordance with legislative requirements.

The finance officer supports the effective operation of the complex service and works closely with the leadership team and management committee to manage finance and grant applications.

The service is aware of the role of the Regulatory Authority and displays the prescribed information at the service. The director and staff are aware of the reporting process linked with the DECD Incident Response Management System.

There are effective policies and processes in place to guide and respond to grievances and complaints for both families and educators. This information is provided as part of their induction. Information regarding policies, complaints and grievances is also in the services pamphlet and on the service's website including a link to the DECD complaints team. A DECD complaints brochure was also shared with all families at the beginning of 2017.

The staff team aim to develop a professional relationship with families to encourage all matters to be raised with the service in the first instance. There is a similar process for educators with opportunities for both informal and formal conversations in place. Reminders of this were noted in the family's newsletter.

The service's practices are based on effectively documented policies and procedures that are reviewed in partnership with families and educators. More recently the bus policy and procedure was

reviewed with representatives from DECD leadership and an independent workplace health and safety representative. A system has been put in place to review policies on a rotating cycle; the management committee formally ratifies any changes. Copies of policies are available at the service, on the website and in parent handbook.

Standard 7.3 is rated

Exceeding NQS

Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

For Quality Area 7, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Quality Area 7 is rated

Exceeding NQS

Assessment and rating summary

Quality Area 1 is rated	Exceeding NQS
Quality Area 2 is rated	Exceeding NQS
Quality Area 3 is rated	Exceeding NQS
Quality Area 4 is rated	Exceeding NQS
Quality Area 5 is rated	Exceeding NQS
Quality Area 6 is rated	Exceeding NQS
Quality Area 7 is rated	Exceeding NQS
Overall rating	Exceeding NQS

Minor adjustment notes summary	
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Compliance notes summary

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Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7