

File Reference:  
(if applicable)



Australian Children's  
Education & Care  
Quality Authority

# National Quality Standard Assessment and Rating Report

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Service Name **York Street Kindergarten at Glenroy West Primary School**

Service Approval Number **SE-40000963**

Provider Name **Northern Schools Early Years Cluster Inc.**

Provider Approval Number **PR-00003079**

Assessment & Rating Number **ASR-00033424**

Report Status

Date Report  
Completed **28 June 2021**

# About this report

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## *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 the National Quality Framework](#) (Chapter 3: Part 3-Assessment and rating process) available on the ACECQA website at [www.acecqa.gov.au](http://www.acecqa.gov.au).

# Assessment and rating visit details

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## 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 **Alicia Khaw**

Educational Leader **Elicia Napoli**

Primary Contact  
(for assessment & rating) **Sigi Hyett**

Quality Improvement Plan  
Date Received **23 April 2021**

## Visit

Date **10 May 2021**

## Authorised officer

Name **Claire Parker**

## Further information

York Street Kindergarten is a single unit preschool that is situated on the grounds of Glenroy West Primary School. The service runs a funded four year old rotational kindergarten program and a five hour three year old kindergarten program. The preschool has been managed by Northern Schools Early Years Cluster (NSEYC) since 2014. The service incorporates children, families, and staff from a diverse range of cultures and backgrounds including a majority of families from a EAL background and children who are developmentally vulnerable.

# Summary comments

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York Street Kindergarten has received an overall rating of **Exceeding National Quality Standard**.

Educators consistently demonstrated embedded practices, critical reflection, and meaningful relationships across all quality areas. The newly established team consistently supported all children to engage in the educational program. A strong understanding of all children's individual skills and backgrounds and a commitment to social and emotional wellbeing, particularly self-regulation skills, was evident. Connection with Glenroy West Primary school and local community organisations and professionals supported children's inclusion, holistic learning, and transition to school.

The service is encouraged to continue their ongoing engagement in reflective practices, investment in partnerships with families and the community and commitment to implementing continuous quality improvement.

The leadership team, educators and staff members are recognised for their positive contribution to the assessment and rating process.

## Quality Area 1 – Educational program and practice

Standard 1.1	The educational program 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, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.	Met

### Demonstration of Exceeding themes for Standard 1.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 1.1 is rated**

**Exceeding NQS**

### Evidence for Standard 1.1

The educational program enhanced each child’s learning and development. Educators provided a play-based curriculum underpinned by the Victorian Early Years Learning and Development Framework. A strong focus on children’s wellbeing and social and emotional development was evident across all areas of the program. Educators consistently gathered relevant information about children’s interests, skills, culture, background, and abilities through a wide range of formal and informal methods and used this knowledge to inform the educational program. All aspects of the program including routines were organised to maximise opportunities for each child’s learning. Uninterrupted periods of indoor-outdoor play, progressive snack, small group experiences, one on one interactions and individualised routines supported children’s learning and development.

#### In addition:

##### Practice is embedded in service operations

Across the service, educators consistently demonstrated child centered high-quality practice and curriculum decision making clearly reflected the Victorian Early Years Learning and Development Framework, the service philosophy, and the Northern Schools Early Years Cluster (NSEYC) purpose and values.

##### Practice is informed by critical reflection

Ongoing critical reflection of children’s knowledge, abilities, interests, and background informed and enhanced the educational program and children learning and development outcomes.

Educators reflected on the end of day routine and altered the routine to suit the learning needs and inclusion of all children.

*Practice is shaped by meaningful engagement with families and/or the community*

All educators used their strong partnerships with families to understand each child's knowledge, strengths, ideas, culture and background, this was reflected in the educational program. Families shared their country flag and home language with the service which supported children's sense of identity and belonging.

Standard 1.2		Educators facilitate and extend each child's learning and development.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

### Demonstration of Exceeding themes for Standard 1.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 1.2 is rated** **Exceeding NQS**

### Evidence for Standard 1.2

Educators utilised their in-depth knowledge of each child to develop learning experiences that purposefully reflected children's abilities, interests, and culture. Planned and spontaneous intentional teaching opportunities were embedded in the educational program and incorporated literacy and numeracy opportunities along with opportunities to enhance children's social and emotional wellbeing and life skills. Educators used a range of teaching strategies including modelling, prompting, opened ended questioning, visual cues, and individualised resources as they consistently responded to all children, supported their wellbeing and extended their thinking and learning. For example, an educator spontaneously extended a child's wonder and interest in the human body through conversation, ICT, and open-ended questioning. This resulted in expanding the child and other children's knowledge of the human body, people with additional needs and the Paralympics. The service consistently promoted children's agency and provided opportunities for children to make choices and decisions.

**In addition:**

*Practice is embedded in service operations*

Educators consistently responded to children and extended children's social and emotional learning and development in a way that reflected a strong understanding of children abilities and learning styles.

*Practice is informed by critical reflection*

Educators engaged in ongoing critical reflection during the 2020 pandemic lockdown considering the learning opportunities available to all children. The service discussed each individual child and family's individual circumstances and provided support, resources, and remote learning opportunities to effectively facilitate and extended each child's learning and development. Critical

reflection between the two lockdowns resulted in the introduction of small group peer session which promoted relationships between children.

*Practice is shaped by meaningful engagement with families and/or the community*

The service collaborated with Glenroy Central Primary School to plan and engage in the Early Learning Language program which was facilitated by the Glenroy Central Primary's Indonesian language teacher. The planning of this program incorporated children and family voices and reflected the priorities of the community.

Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
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.	Met
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Families are informed about the program and their child's progress.	Met

### Demonstration of Exceeding themes for Standard 1.3

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 1.3 is rated**

**Exceeding NQS**

### Evidence for Standard 1.3

An effective cycle of planning and documentation was in place at the service including processes to ensure that each child's learning and development were considered. All educators consistently gathered relevant information about children's learning and development which was used to develop goals and strategies to support children's learning and wellbeing. An embedded practice of critical reflection drove the assessment and planning of the program including informal and formal service wide, small group and individual critical reflection methods that informed the implementation of the program. Families were informed about their child's progress through informal conversations and the educational program and learning reflections including visual representations were on display at the service.

#### **In addition:**

##### *Practice is embedded in service operations*

All educators actively contributed to a process of effective critical reflection that informed children's learning and development, particularly focusing on how all educators can support each child's social and emotional development.

##### *Practice is informed by critical reflection*

Educators critically reflected on the service's cycle of planning process and how individual children's goals were reflected in the educational program. A revised educational program template was introduced that clearly represented individual and group experiences and reflected educator and parent goals.

##### *Practice is shaped by meaningful engagement with families and/or the community*

The service connected with external organisations to improve the planning and implementation of

the program for each child. Engagement with external early childhood coach, Heather Barnes supported the service to reflect on critical reflection practices which resulted in educators strengthening the service's assessment and documentation processes.

## Quality Area 1 summary

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

No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

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

Yes

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

Yes

**Quality Area 1 is rated**

**Exceeding NQS**

## Quality Area 2 – Children’s health and safety

Standard 2.1	Each child’s health and physical activity is supported and promoted.	
2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	Met

### Demonstration of Exceeding themes for Standard 2.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 2.1 is rated**

**Exceeding NQS**

### Evidence for Standard 2.1

The service effectively promoted each child’s health and wellbeing and age appropriate opportunities for rest and relaxation were provided. Soft furniture, cushions and quiet spaces were consistently available throughout the indoor and outdoor learning environment and educators facilitated individual and small group relaxation learning opportunities. Effective illness and injury management and hygiene practices were promoted and implemented. A COVIDSafe plan was in place at the time of the assessment and rating visit and the service implemented a range of risk-mitigation strategies such as enhanced hygiene practices to reduce the risk of COVID-19 transmission. Healthy eating and physical activity were consistently promoted, and educators provided developmentally appropriate physical play experiences which meet the wide range of children’s abilities. Children engaged with resources such as bikes, swings and fixed and flexible climbing equipment. Educators promoted healthy eating in ways that reflected the service community context such as through informative informal discussion with families, healthy eating visual displays and healthy cooking experience within the program, such as making fruit smoothies.

#### In addition:

##### Practice is embedded in service operations

The service provided a range of spaces and resources to effectively respond to children’s needs for rest, relaxation and also provide self-regulation calming activities. Educators implemented consistent and effective strategies to guide and promote children’s wellbeing throughout the session.

*Practice is informed by critical reflection*

The service engaged in ongoing critical reflection to promote all children's health and physical activity. Educators and the educational leader critically reflected on mealtimes and how to promote healthy eating to the service community. Educators planned and implemented a number of cooking experiences within the program and engaged in health discussions with the children. Further, educators created a visual healthy eating information display at the front of the service which included pamphlets available in a number of languages.

*Practice is shaped by meaningful engagement with families and/or the community*

Educators connected with other kindergartens and families to promote and provide resources in order to educate families about the benefits of physical activity and outdoor play. The service shared resources with families which were sourced through the service's partnership with Will Will Rook Preschool. Further, educators provided opportunities for a child who demonstrated a high level of gross motor development to build on his strengths both across the service and in his home environment.

Standard 2.2	Each child is protected.	
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

### Demonstration of Exceeding themes for Standard 2.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 2.2 is rated**

**Exceeding NQS**

### Evidence for Standard 2.2

Children's safety was consistently protected, and educators demonstrated a commitment to protecting children from harm and hazard. Educators communicated with one another and positioned themselves across the learning environments to ensure adequate supervision of all children. Emergency evacuations were rehearsed and evaluated regularly, and educators worked cooperatively to manage any incidents and emergencies that occurred. Educators had a clear understanding of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. The approved provider considered child safety throughout the service's recruitment and induction process, educators conducted regular child safety training and comprehensive child safety policies and procedures and risk mitigation process were in place.

#### In addition:

##### Practice is embedded in service operations

Educators were consistently attuned to the needs of each individual child across the service and proactively identified and managed risks efficiently to ensure each child's safety.

##### Practice is informed by critical reflection

A process of ongoing critical reflection led to adjustments to support children's safety. In 2020 due to the risks associated with a close by busy road, the pick-up and drop of procedures and location were altered to improve children's safety.

##### Practice is shaped by meaningful engagement with families and/or the community

Ongoing collaboration with children's families and community organisations supported all children's safety. In 2020, educators engaged training with the Alannah and Madeline Foundation which resulted in an enhanced educational program and physical environment and a broader

understanding of the local community safety and wellbeing needs.

## Quality Area 2 summary

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

No

**Quality Area 2 is rated**

**Exceeding NQS**

## Quality Area 3 – Physical environment

<b>Standard 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	
3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met

### Demonstration of Exceeding themes for Standard 3.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 3.1 is rated**

**Exceeding NQS**

### Evidence for Standard 3.1

The service is situated on Glenroy West Primary School grounds next to the foundation classroom. The single room, outdoor space and facilities accommodated the operation of a quality early childhood education and care service. The large outdoor environment included a range of natural features including established trees and shrubs, while also providing a sheltered outdoor space on the veranda. The service's facilities also included children and adult bathrooms, administrative, and kitchen spaces that supported educators in their daily work. Educators, children, and a regular cleaner took shared responsibility for the upkeep and safety of the service's learning environments and undertook regular checks of play spaces for any hazards or broken equipment. The service had carefully considered future service renovations to optimise children's learning and development and future building plans and renovations were scheduled.

#### **In addition:**

##### Practice is embedded in service operations

The design and location of the facilities allowed for the service to develop and maintain a strong partnership with Glenroy West Primary School which supported the consistent and effective operation of a quality service.

##### Practice is informed by critical reflection

Robust and ongoing critical reflection informed the service's future building and outdoor environment renovation plans which will further enhance and support the operation of a quality service and the inclusion of a future three year old program and renovated outdoor learning environment.

##### Practice is shaped by meaningful engagement with families and/or the community

The service engaged with the local community to obtain a grant to support the physical

environment upgrade and additional indoor play space. Children and families' perspectives of an ideal physical environment informed architect drawings and plans.

<b>Standard 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	
3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	The service cares for the environment and supports children to become environmentally responsible.	Met

### Demonstration of Exceeding themes for Standard 3.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 3.2 is rated**

**Exceeding NQS**

### Evidence for Standard 3.2

The indoor and outdoor environments were organised in a variety of thoughtful and innovative ways and adapted to support every child's participation and inclusion in the program. Children were consistently observed to utilise natural, manmade and recycled resources in a range of open-ended ways such as natural materials used throughout the art and dramatic play learning areas. The service supported children to care for the environment and become environmentally responsible through using recycled paper, growing seedlings, the development and upkeep of vegetable gardens and indoor plants; a child was observed to spray plants with water through guidance and modelling from educators. Further, NSEYC have developed a sustainability group to support sustainable practice within the cluster and work towards the sustainability strategic goals.

#### In addition:

##### Practice is embedded in service operations

The service consistently provided a flexible and inclusive environment that catered to the wide range of children's interest and abilities and enhanced learning and development outcomes for all children. An educator used a child's interest in the outdoor environment to support his fine motor development by providing an outdoor mark making activity using sand, sticks and visual aids.

##### Practice is informed by critical reflection

Educators consistently reflected on the arrangement of learning materials, resources, and suitability of play spaces in ways that fostered each child's meaningful engagement in the program. Educators critically reflected on the physical environment and play based experiences and new culturally diverse resources were purchased and used to create high quality learning experience across the service.

*Practice is shaped by meaningful engagement with families and/or the community*

The service drew on the expertise of external agencies and organisations such as early childhood coach Heather Barnes, the local Pre-School Field Officer and Glenroy West Primary School community in order to develop a deep understanding of children's backgrounds, learning styles and individual goals and support the inclusion and participation of all children in the program.

### Quality Area 3 summary

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

No

**Quality Area 3 is rated**

**Exceeding NQS**

## Quality Area 4 – Staffing arrangements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development.</b>	
4.1.1	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Every effort is made for children to experience continuity of educators at the service.	Met

### Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 4.1 is rated**

**Exceeding NQS**

### Evidence for Standard 4.1

The team provided continuity of care for children and fostered collaborative relationships across the service which contributed to the effective delivery of a consistent high-quality educational program. The organisation of a consistent educator working across both the three year old and four year old groups connected the team across the service and enhanced children's learning and development. Further, connection with Glenroy West Primary School promoted a holistic approach to children's long-term learning and development. Staff absences were managed across the organisation where possible to ensure the consistency and continuity of the program for the children. Educators skills and community perspectives were considered when planning the organisation of educators and programs offered at the service.

#### **In addition:**

##### Practice is embedded in service operations

The organisation of educators was carefully considered by the approved provider which ensured staffing arrangements that consistently enhanced children's learning and development were embedded across the service. Staff knowledge and experience of an IB curriculum, level of early childhood teaching experience and experience working within the cluster were considered when recruiting the new staffing team.

##### Practice is informed by critical reflection

When planning and implementing the Early Years Language Program the service critically reflected on optimal staff arrangements. The service employed the Glenroy West Primary School's language teacher that further promoted continuity of educators for children between the kindergarten and the school.

*Practice is shaped by meaningful engagement with families and/or the community*

Staffing arrangement planning was conducted in partnership with the Glenroy West Primary School Principal. The service and school worked in partnership to develop a IB curriculum coordinator role which will sit within the school and kindergarten to support future IB curriculum implementation.

<b>Standard 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	
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.	Met
4.2.2	Professional standards guide practice, interactions and relationships.	Met

<b>Demonstration of Exceeding themes for Standard 4.2</b>	
Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

<b>Standard 4.2 is rated</b>	<b>Exceeding NQS</b>
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**Evidence for Standard 4.2**

A range of professional standards guided educators high level practice including the Code of Ethics, Code of conduct, United National Rights of the Child, National Legislation and National Quality Standards. Each educator demonstrated a high level of collaboration working together to share ideas and provide professional support and advice to enhance programs and practices. A positive culture was evident with individual skills of educators recognised and utilised in the program and shared with other educators in the team and across NSEYC.

**In addition:**

*Practice is embedded in service operations*  
 Educators were meaningfully engaged in relevant networks, information sharing, and professional development opportunities that supported the team’s collective knowledge base.

*Practice is informed by critical reflection*  
 During 2020 the service critically reflected on how educators could engage in online communication to collaborate with one another and connect with other services within the NSEYC. Microsoft teams was introduced as a tool for educators to share ideas and knowledge, meet with allied health staff and attend training. The service continues to use Microsoft teams as a space for collaboration and learning.

*Practice is shaped by meaningful engagement with families and/or the community*  
 Staffing arrangements enhanced children's learning and development. Educators had additional time rostered each week to support educators to collaborate with families and other professionals through attending meetings and developing applications and individual children’s learning plans.

### Quality Area 4 summary

For Quality Area 4, is there a significant 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 maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. <span style="float: right;">Met</span>
5.1.2	The dignity and rights of every child are maintained. <span style="float: right;">Met</span>

### Demonstration of Exceeding themes for Standard 5.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 5.1 is rated**

**Exceeding NQS**

### Evidence for Standard 5.1

Educators interactions consistently and effectively supported children’s developing social and emotional skills. Educators consistently engaged in responsive, meaningful, warm interactions with all children which promoted children’s wellbeing and sense of security and belonging. Children moved around their environment confidently and sought out support from educators. Educators consistently demonstrated respect for children’s cultural backgrounds and promoted opportunities for children to share their home languages and cultures in the program such as through the celebration and discussion of various cultural days and the exploration of various languages. Educators actions reflected that the dignity and rights of all children were consistently maintained. This was evident when all educators respected a child’s request to be alone; educators sensitively checked in with this child, provided her space and respected her choice to be alone.

#### In addition:

##### Practice is embedded in service operations

Educator’s interactions with children reflected children’s perspectives and educators demonstrated a high level of understanding of the varying communication and social and emotional skills of all children. Interactions were consistently warm and responsive, and educators ensured that every child felt secure, confident and included.

##### Practice is informed by critical reflection

The service engaged in ongoing critical reflection to support children’s individual communication and wellbeing needs. Educators engaged in critical reflection during staff meeting discussions and reflected on how they could respond sensitively and appropriately to all children’s efforts to communicate. This informed practice and interactions between children and educators were consistent, sensitive, responsive and individualised.

*Practice is shaped by meaningful engagement with families and/or the community*

The service's holistic understanding of each child was developed by maximising informal communication opportunities with families. Educators worked in close partnerships with families to consistently support children's wellbeing both at the service and in the child's home environment. In partnership with the child's family, a child's experience of using the bathroom at home was adapted at the service in way that respected the rights and culture of the child and family.

<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	
5.2.1	Children are supported to collaborate, learn from and help each other.	Met
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.	Met

<b>Demonstration of Exceeding themes for Standard 5.2</b>	
Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

<b>Standard 5.2 is rated</b>	<b>Exceeding NQS</b>
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**Evidence for Standard 5.2**

Children were successfully supported to build and maintain sensitive and responsive relationships with each other. Children engaged in parallel play in variety of collaborative learning spaces both indoors and outdoors. Planned collaborative learning and teaching strategies such as modelling, redirection and the use of social stories facilitated opportunities for children to develop cooperative learning skills such as self-regulation skills, sharing and turn taking. Children were consistently supported to understanding their feelings and the emotions of others through both intentional teaching opportunities and spontaneous teachable moments. Further, educators supported children to manage challenging situations and develop individual strategies, such as encouraging children to express their feelings, communicate their needs and use self-regulation tools. An educator and child engaged in a conversation about how to calm their body down and an educator and small group of children discussed the resources in the calming box, a tool that children had made together as a group.

**In addition:**

*Practice is embedded in service operations*  
 All educators consistently and actively supported children to regulate their own behaviour and respond to the behaviour of others using a wide range of resources and strategies which were tailored to the unique individual needs of each child.

*Practice is informed by critical reflection*  
 All educators engaged in ongoing critical reflection practices to embed collaborative learning and self-regulation opportunities that catered to the individual needs of all children. Educators critically reflected on how to continuously support children to develop self-regulation skills and introduced a wide range of strategies and resources including a quiet space, social stories and resources such as visual posters, visual cards, fidget toys and timers.

*Practice is shaped by meaningful engagement with families and/or the community*

Educators optimised the expertise of families and the community to effectively support children's wellbeing and development. A parent collaborated with educators to develop drawings for a class motto resource which was developed to support children's social and emotional skills through the use of visuals and consistent and familiar language.

### Quality Area 5 summary

For Quality Area 5, is there a significant 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 relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	Met
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

### Demonstration of Exceeding themes for Standard 6.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 6.1 is rated**

**Exceeding NQS**

### Evidence for Standard 6.1

Educators had established positive and respectful partnerships with families and were consistently supported through a comprehensive orientation process. Orientation processes reflected families' preferences and families were provided with online and face to face orientation options. Strong positive relationships allowed families to feel comfortable at the service and influence the educational program and service decisions. Current information was regularly shared with families in relation to relevant community services, health information and parenting support using a variety of methods including information displayed at the service and individualised everyday conversations. The service tailored the support they provided to families based on their knowledge of issues individual families were experiencing. For example, a family was supported to seek medical attention and provided with information about medical symptoms through conversations and resources.

#### In addition:

##### Practice is embedded in service operations

The service consistently demonstrated respect for the perspectives of families and utilised the ideas and voices of families to develop the flexible and inclusive educational program.

##### Practice is informed by critical reflection

The service engaged in continuous ongoing critical reflection to improve partnerships with families. The service critically reflected on the service's family handbook and used children and family input to review the handbook. Further, to support families and children's orientation the service developed a

children's handbook which was written by the kindergarten children of 2020.

*Practice is shaped by meaningful engagement with families and/or the community*

The service actively and meaningfully engaged with each individual family and relevant community organisations and the service philosophy and educational program reflected families and community perspectives and values. The service's partnership with Glenroy West Primary School's foundation team strengthened the service's relationships with a family.

Standard 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	The service builds relationships and engages with its community.	Met

### Demonstration of Exceeding themes for Standard 6.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 6.2 is rated** **Exceeding NQS**

### Evidence for Standard 6.2

The service demonstrated commitment to smooth and positive transitions for children and families into the service and had an established transition to school program in place. Inclusive and collaborative relationships and strong partnerships between the service and allied health professionals, maternal child health nurse, PSFO and external early childhood professionals consistently enhanced children’s learning and wellbeing. The service had established effective partnerships with a wide variety of community organisation that supported children’s learning and development and the educational program including an established relationship with Glenroy West Primary School.

**In addition:**

Practice is embedded in service operations

Educators consistently collaborated with families and relevant professionals and organisations to understand each child’s individual needs in order to support children’s ongoing learning and full participation in the program.

Practice is informed by critical reflection

The service engaged in ongoing critical reflection within their team and alongside external professionals to further support each child’s learning and development. Collaborative critical reflection with the teaching team, educational leader, PSFO, Merri Community health allied health staff and children’s family supported the development of learning goals and strategies for two children. A KIS funding application was submitted, and further supports are in place to support the children in the future.

*Practice is shaped by meaningful engagement with families and/or the community*

Collaborative relationships between the service and a wide range of relevant community organisations supported each child's participation in the program. In 2021, the service planned and implemented a formal approach to collaboration between the service and Glenroy West Primary School to increase identification of children who may require additional support prior to entering school. This included the development of a York Street Kindergarten and School Foundation Network Group, monthly meetings, group training and peer observations.

### Quality Area 6 summary

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

No

**Quality Area 6 is rated**

**Exceeding NQS**

## Quality Area 7 – Governance and leadership

Standard 7.1 Governance supports the operation of a quality service.		
7.1.1	A statement of philosophy guides all aspects of the service's operations	Met
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

### Demonstration of Exceeding themes for Standard 7.1

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

### Standard 7.1 is rated

**Exceeding NQS**

### Evidence for Standard 7.1

A statement of philosophy was developed in collaboration with educators, children and families and was reflected in educator practice and children’s engagement in the program. The service was effectively governed by Northern Schools Early Years Cluster (NSEYC) which was led by the CEO and guided by the board. The board consisted of a volunteer group of people with expertise in education, governance, business, and finance. The Principals executive group worked closely with the board, CEO, and kindergarten. Long term strategic planning and regularly reviewed purpose and values supported the management of risks and the successful operation of the service. The NSEYC CEO and leadership team worked in close partnership with all educators, particularly the service’s nominated supervisor. The roles and responsibilities of staff members were clearly defined through robust human resources processes.

#### In addition:

##### Practice is embedded in service operations

The service had a variety of established and effective strategies and systems in place to consistently optimised the management of a quality service. For example, clear roles and responsibilities such as an Operations Manager, Teaching and Learning Facilitator and Communication and Engagement Manager guided effective operation of the service.

##### Practice is informed by critical reflection

Critical reflection guided the service governance systems which were constantly evaluated and

strategically developed. In 2019, the service reviewed and revise the NSEYC purpose and values and organisational structure. NSYEC introduced a business model that included the schools' executive group and a management team who supported the strategic direction and managed the operations of the organisation.

*Practice is shaped by meaningful engagement with families and/or the community*

Partnership with the local community consistently optimised the effective operation of the service. As part of the NSEYC workforce strategy the service partnered with Head Start and provided traineeships to secondary school students.

Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

### Demonstration of Exceeding themes for Standard 7.2

Practice is embedded in service operations	Yes
Practice is informed by critical reflection	Yes
Practice is shaped by meaningful engagement with families and/or the community	Yes

**Standard 7.2 is rated**

**Exceeding NQS**

### Evidence for Standard 7.2

There is an effective self-assessment and quality improvement process in place and the service's quality improvement plan was developed by the educators and reflected children and family perspectives. The educational leader consistently led the development of an effective curriculum through regularly visiting the program, engaging in role model mentoring and informal and formal discussions. Recently the educational leader supported the team to undertaking a self-assessment against the NQS. Professional growth was consistently supported by the leadership team and a thorough appraisal process was embedded throughout the service. Educators engaged in coaching and mentoring programs focusing on strengthening educators' program, practice and reflective capabilities in relation to children's wellbeing and inclusion.

#### **In addition:**

##### *Practice is embedded in service operations*

A positive organisational culture had been established at the service, which fostered a proactive approach to ongoing improvement and professional learning. System were in place to ensure all educators actively contributed to the ongoing quality improvement process.

##### *Practice is informed by critical reflection*

Through critical reflection, analysing data and collaboration between the leadership team, educators and school Principals, the service determined the needs of the service community and optimal use of school readiness funding. This resulted in a robust school readiness plan in place which is currently supporting children and families learning and wellbeing.

*Practice is shaped by meaningful engagement with families and/or the community*

A positive organisational culture was evident throughout the service community; the kindergarten educators and Glenroy West Primary School's foundation teaching team attended the Bastow Continuity Early Learning Program. This has strengthened the service's professional learning community and aims to facilitate a deeper understanding of the kindergarten and school's approach to early learning supporting children's holistic learning and transition to school.

### Quality Area 7 summary

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

No

**Quality Area 7 is rated**

**Exceeding NQS**

# Assessment and rating summary

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<b>Quality Area 1 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 2 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 3 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 4 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 5 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 6 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 7 is rated</b>	<b>Exceeding NQS</b>
<b>Overall rating</b>	<b>Exceeding NQS</b>