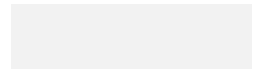


File Reference:  
(if applicable)



# National Quality Standard Assessment and Rating Report

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Australian Children's  
Education & Care  
Quality Authority

Service Name Greenbrook Kindergarten

Service Approval Number SE-00003905

Provider Name Greenbrook Kindergarten Inc

Provider Approval Number PR-00001553

Assessment & Rating  
Number ASR-00054215

Report Status

Date Report  
Completed 04/05/2026

# 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  Outside School Hours Care (OSHC)

Family Day Care  Preschool/Kindergarten

Nominated Supervisor/s Kirsten Lang

Educational Leader/s Kirsten Lang

Primary Contact  
(for assessment & rating) Kirsten Lang

Quality Improvement Plan  
Date Received 23 April 2026

## Visit/s

First Visit Start: 29 April 2026 End: 29 April 2026

## Authorised officer

Name Jeanine Nigro

## Further information (if applicable)

Greenbrook Kindergarten is a purpose-built and council owned 30 place kindergarten situated in Melbourne's Northern suburbs, in the local government area of Whittlesea. The service had one room and provided funded three and four-year-old kindergarten programs delivered by Early Childhood Teachers catering to families and children from a range of culturally and linguistically diverse backgrounds.

The service was previously assessed as Exceeding the National Quality Standard in 2022.

## Conditions on Service Approval

None

# Summary comments

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

The service provided one 4-year-old program and one 3-year-old kindergarten program across the week, catering for a diverse cohort of children including those accessing Early Start and Pre Prep funding. During the visit, the Growling Grass Frog 4-year-old kindergarten group was in session.

High quality embedded practice was evident throughout the service, supporting a strong sense of continuity, belonging and security for each child. Educators demonstrated their commitment to providing meaningful and dynamic learning environments that were play-based, respectful and inclusive to all children and families. Intentional consideration had been given to the educational program including learning opportunities that connected with the natural environment, wider community, and First Nations perspectives. With a professional learning community that valued a culture of continuous critical reflection, educators provided educational programs that enhanced children's learning and development in a range of domains. The educational programs provided opportunities to develop children's understanding of literacy and numeracy, while building skills such as communication through a social and emotional developmental lens.

Educators fostered a warm, nurturing, and welcoming atmosphere that supported children and families to feel a sense of belonging. Reflected within the service philosophy, educators continuously strove to understand the individual needs of children and families attending the service and those of the wider community and to provide a culturally safe environment for all attending. Play based learning environments encouraged children to explore and discover, develop new skills, and construct knowledge.

Educators consistently demonstrated responsive and supportive relationships with children that reflected understanding of each child's needs and interests. While collaborative partnerships with families were fostered through the development of culturally safe learning environments that acknowledged and celebrated diversity. Connections between the service, families and support organisations assisted educators to develop inclusive practices that promoted individual children's learning and development.

The service built strong partnerships with relevant organisations to assist the culturally diverse community including with VACCA. Engagement with families and allied health professionals supported educators to develop positive and responsive relationships with children that focused on reciprocal communication and wellbeing. School Readiness Funded (SRF) programs were specifically and purposefully selected to strengthen children's wellbeing, emotional regulation and communication skills.

An effective governance structure supported the delivery of quality education and care for the children and families in the service. Working collaboratively with the volunteer Committee of Management, the service's daily practice was underpinned by the philosophy, which was regularly reviewed by families, children, and staff. The long-standing and dedicated staffing team drove continuous improvement through consistent reflective practice to ensure that systems, policies, and procedures facilitated positive outcomes for children, families, and the community.

In recent times, the Committee of Management (COM) has been reflecting on the governance structure of the service and remaining as an incorporated association into the future and is in discussions with the City of Whittlesea. The COM is encouraged to continue to reflect on community needs and demands and changing demographics to ensure the longevity of the service.

The service and educators are acknowledged for their positive participation in 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

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

The educational program was developed through the lens of the service philosophy, the approved learning frameworks; the Victorian Early Years Learning and Development Framework, and the values and identity of children, families, and the local community. Collaboration between the three- and four-year-old kindergarten programs ensured children benefited from a myriad of learning opportunities that maximised engagement with nature and supported all learning dispositions. Within the play-based curriculum, children were able to take the lead within their own learning, share ideas and construct meaning. Educators used their strong partnerships with families to understand each child’s knowledge, strengths, ideas, cultures, and abilities to develop an effective and evolving educational program which reflected the goals and individual needs of each child and family.

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

The service leadership team and educators continually reflected on ways to enhance individual children’s learning and development to promote a sense of security and belonging at the service. Understanding of a slow pedagogical approach was deepened and strengthened routines and programs with concurrent indoor and outdoor programs, and progressive meal fully embedded in accordance with the individual needs and preferences of children. This deepened understanding and refinement of practices resulted in calm and positive experiences supporting children’s sense of belonging and agency and further supported morning separation anxiety experienced by some children.

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

Educators worked to establish collaborative relationships with families to develop goals, objectives, and strategies to maximise the learning and development of each child. Parent interviews were conducted for collaborative goal setting along with the sharing of key information to support children’s

learning and development at the service. Educators purposefully maintained regular contact with families to share new information and updates on children's learning progress.

### **Quality Improvement Plan notes for Standard 1.1**

Nil

<b>Standard 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	
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

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

Educators consistently used every opportunity to promote children's learning and development and to promote each child's agency. Educators engaged in meaningful conversations provoking questions and shared problem solving to extend children's thinking and support their participation in learning experiences. The educational program provided valuable opportunities for children to enhance literacy and numeracy skills while fostering essential abilities such as communication and problem-solving.

The educators utilised incidental and planned moments to regularly reflect on their practice. Educators fostered meaningful engagement with families, actively seeking their views and voices, and using this information to extend children's learning. Educators critically reflected on the needs of children and engaged in discussions with families and allied health professionals when considering School Readiness Funding. This led to a focus on trauma informed practice, communication and self-regulation and further connections with allied health professionals.

### Quality Improvement Plan notes for Standard 1.2

Nil

<b>Standard 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	
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

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

Educators had a team approach to planning and assessing children's learning in collaboration with families and allied health professionals. The planning process undertaken by educators demonstrated an ongoing cycle that guided their decision making in relation to the development and implementation of the educational program. Educators captured children's learning as individuals, as well as in groups, and carefully considered both when planning the educational program. Educators reflected on children's abilities and participation in learning experiences as part of the cycle of planning. Information about the educational program was accessible to families through displays, an online platform, and formal and informal communication with educators.

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

Service leadership worked in partnership with educators and families to critically reflect on family access and engagement in children's programming and planning including observation and assessment. Educators identified potential barriers to family and children's engagement and access including access to programming and planning documents and opportunities to meaningfully contribute. This led to the leadership implementing a trial of clearer learning journey documentation on the online application with opportunities for comments, further observations and feedback on the side panel, opportunities to engage in discussions with educators in home languages and a floor book inspired document that stemmed from professional development and professional reading. Throughout this process, service leadership regularly sought feedback and further reflection from educators, families and children to ensure that programming and documentation remained readily accessible, meaningful and made children's learning and development visible.

## Quality Improvement Plan notes for Standard 1.3

Nil

## 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	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

### Standard 2.1 is rated

Meeting NQS

### Evidence for Standard 2.1

Each child’s health and wellbeing were actively supported through both planned and spontaneous learning experiences, encouraging discussions about healthy choices. Educators promoted cultural inclusivity by providing access to a variety of foods without restriction, while fostering respect, awareness, and consideration of others’ needs and risk mitigation practices. Children engaged in active, developmentally appropriate, and appropriately challenging play, with spaces available for both social interaction and quiet retreat.

### Quality Improvement Plan notes for Standard 2.1

The service may wish to:

- Continue to support all educators to plan and embed experiences that build children’s gross motor skills, coordination, fitness, and strength within a range of small and large group experiences. Educators may wish to explore [Yulunga Traditional Indigenous Games](#) and [The Healthy Early Childhood Services Achievement Program](#).
- Critically reflect on how aspects of healthy eating and healthy lifestyles can be actively promoted within the children’s program such as during cooking experiences and with families. The service may wish to explore links with relevant community support agencies and health centres.

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 regarding child safety, including the need 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	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

### Standard 2.2 is rated

Meeting NQS

### Evidence for Standard 2.2

Supervision was maintained through ongoing educator collaboration and discussions with children about risk and safety. Educators worked as a team, communicated effectively, and shared responsibility for supervising and engaging children. Children were protected from harm through regular safety checks and risk assessments, including for community outings. Educators and children also used a risk assessment and management tool to reflect on environments and develop strategies for safe use. The service further explored Child Safe Standards, emphasising children's rights to be heard and involved in decisions, including giving consent for photographs and learning about online safety using eSafety Commissioner resources.

### Quality Improvement Plan notes for Standard 2.2

The service may wish to:

- Continue to develop strategies to engage with families about child protection and the Child Safe Standards which includes linking with community services or local organisations to provide families with resources and information to promote their understanding of these concepts.
- Continue to review and revise the service's implementation of the Child Safe Standards and Reportable Conduct Scheme and where necessary embed educators understanding of their responsibilities and the procedures for managing child abuse complaints, breaches to the Code of Conduct and their obligations to act and report. The following resources may be of use:
  - [Commission for Children and Young People \(CCYP\) - Child Safe Standards](#)
  - [Reportable Conduct Scheme | CCYP](#)
  - [Child Safe Standards | vic.gov.au](#)
  - [Empowerment and participation guide | CCYP](#)

### 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**

**Meeting 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	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

### Standard 3.1 is rated

Meeting NQS

### Evidence for Standard 3.1

The service operated out of a council owned building situated in a community focused area adjacent to a Primary School. The physical environment was suitable for the operation of the service with one classroom and a large outdoor play space. All aspects of the indoor and outdoor environment supported children's access, participation and promoted positive interaction with the space, materials, and each other. The design of the facilities upheld the values of the service philosophy and emphasised the importance of connection to community. Ongoing service improvements were driven by critical reflection, which included the voices of families, children, educators and where required the broader community. Educators engaged in ongoing critical reflection on the individual interests and needs of each child when planning enhancements to both the indoor and outdoor environments.

### Quality Improvement Plan notes for Standard 3.1

The service may wish to:

- Critically reflect on social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service. This might include theoretical influences on the service's design choices and how these align with the approved learning framework/s and the service's philosophy, policies and procedures.
- Reflect on opportunities for collaboration with family and community partners and how these are built into the service's approach to designing and making changes to the physical environment.
- Further strengthen and embed opportunities to make changes to the design of the physical environment, with ongoing consideration of inclusion and participation, children's safety, learning and development outcomes.

<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	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

**Standard 3.2 is rated**

**Meeting NQS**

### Evidence for Standard 3.2

A vibrant and engaging environment was evident, with children's artwork displayed respectfully and resources thoughtfully arranged. Both natural and constructed materials supported imaginative play, while choice shelves encouraged children to explore and extend their learning. Educators and children would often critically reflect on how outdoor areas can be modified to enhance exploration and promote risk taking and provide opportunities for children to contribute to the design of these spaces. The services risk assessment and management tool was used to support this. Natural materials featured prominently, with a wide selection of open-ended loose parts and recycled resources encouraging creativity, literacy, numeracy, and problem-solving. Sustainable practices were embedded through intentional teaching, First Nations perspectives, and community engagement experiences that deepened children's environmental understanding. Educators scaffolded discussions to include an understanding of crop rotation and seasonal plants aligning this to the Wurundjeri Seasons and the educators in collaboration with the committee of management successfully obtained a Junior Landcare grant that enabled the installation of garden beds and worm farms within children's environment.

### Quality Improvement Plan notes for Standard 3.2

The service may wish to:

- Critically reflect and explore how sustainable practices and environmental awareness can be even further incorporated in the daily operations of the service and extend children's agency and ownership in sustainability through meaningful participation in environmental initiatives and decision-making. The service may wish to utilise the resource [Exceeding in Environmental Responsibility \[PDF 4.5MB\]](#) to encourage robust discussions and brainstorm new initiatives and practices within the service that support children's understanding of their responsibilities as global citizens.
- Further involve families in critically reflecting on the design of spaces to ensure that the service continues to cater to the needs of children and how the environment could be re-arranged or adapted to best cater to their ideas and emerging interests and developmental needs.

### 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**

**Meeting NQS**

## Quality Area 4 – Staffing arrangements

Standard 4.1	Staffing arrangements enhance children's learning and development.
4.1.1	The organisation of educators across the service supports children's learning and development. <span style="float: right;">Met</span>
4.1.2	Every effort is made for children to experience continuity of educators at the service. <span style="float: right;">Met</span>

### Demonstration of Exceeding themes for Standard 4.1

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	Yes

### Standard 4.1 is rated

Meeting NQS

### Evidence for Standard 4.1

The service prioritised the organisation and continuity of educators and implemented processes that supported the development of meaningful relationships with children and families. The recruitment of new educators and retention of established and long-standing staff supported the learning and development of each child. School Readiness and Kindergarten Inclusion Support funded Additional Assistants in addition to the permanent educators, further supported the wellbeing of children and their inclusion and engagement in the program. Service leadership and the Approved Provider had processes in place to uphold the commitment to being a child safe organisation, including pre-employment screening, and recruitment and induction systems that emphasised the importance of child safety and wellbeing.

#### In addition:

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

In late 2025, the leadership team and Committee of Management (including the staff subcommittee), with input from children, led the recruitment of a new educator to replace a retiring staff member. The process involved multiple stakeholders, followed the ACECQA Recruitment NQF Child Safe Culture Guide, and focused on aligning with the service's values. Children shared their views on what makes a good teacher, and the new educator attended the AGM to begin building relationships with families. Meaningful engagement with the community was observed when families returned to the service to seek out familiar staff who had previously provided education and care for their children and had formed strong relationships and connections.

### Quality Improvement Plan notes for Standard 4.1

The service may wish to:

- Continuously critically reflecting on recruitment and induction procedures to ensure they continue to embed understanding of the services commitment to child safety and the roles and responsibilities outlines in the service's child safe environment policy, and code of conduct.
- Continue to build pedagogical and practical knowledge through the services approach to mentoring of new educators as they commence, to maintain consistent practice across the

service and ensure that all educators deliver a high-quality educational program which enhances children's learning and development.

- Continue strengthening the culture of professional enquiry and critical reflection which supports all educators to develop, enhance and reflect on their practices, share their skills and understandings, and engage in professional conversations that challenge their beliefs and generate new ideas.

<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

### Demonstration of Exceeding themes for Standard 4.2

Practice is embedded in service operations	No
Practice is informed by critical reflection	No
Practice is shaped by meaningful engagement with families and/or the community	No

**Standard 4.2 is rated**

**Meeting NQS**

### Evidence for Standard 4.2

A culture of professional inquiry and on-going learning was in place, and educators and staff members consistently supported each other to refine practice and extend individual learning through monthly staff meetings, incidental conversations, coaching and mentoring. Educators regularly collaborated internally and externally with opportunities for educators to attend regular professional development sessions and network meetings within the local area. Through this process educators were able to build understanding related to supporting children's sense of belonging and comfort in the environment and social and emotional regulation and use this knowledge to develop and support children in the kindergarten programs. Educators also linked with other professionals within local networks, drawing on expertise of inclusion support consultants such as multidisciplinary allied health professionals through School Readiness Funding and Preschool Field Officers to continue to drive high expectations for children and quality learning environments.

### Quality Improvement Plan notes for Standard 4.2

The service may wish to:

- Continue to strengthen the service's culture of professional enquiry which supports all educators to develop and enhance their practices, reflect on their practices, share their skills and understandings, and engage in professional conversations that challenge their beliefs and generate new ideas. Find ways to capture this professional collaboration so that it can be referenced during ongoing planned and spontaneous meetings.
- Explore further opportunities within the community to support the development of educators' understanding of various professional standards, taking into consideration the varying personal, cultural and language barriers that may impede educator's development in areas of practice and interactions.

### 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**

**Meeting NQS**

## Quality Area 5 – Relationships with children

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are maintained with each child.</b>	
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	The dignity and rights of every child are maintained.	Met

### 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

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

Educators were purposeful in considering their interactions with children and showed a deep commitment to evolving their own practice in relation to enhancing children’s self-esteem, resilience, and sense of belonging. Through genuine and thoughtful interactions, educators established secure relationships that promoted children’s social and emotional well-being. All educators respectfully engaged in children’s play and consistently praised or encouraged children for their efforts and achievements. Children who had difficulty separating from their families were well supported to gradually enter the program, and educators facilitated this integration by implementing a range of communication strategies to build children’s confidence and sense of belonging.

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

Educators engaged in critically reflective practices in order to support children who demonstrated separation anxiety or had additional or complex needs. These practices include liaising with children’s families, or inclusion support professionals, and acknowledging the preferences of children to trial strategies that best supported children’s sense of belonging and ongoing participation in the program.

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

Educators’ interactions consistently reflected their in-depth knowledge of each child’s personality, and individual circumstances, which was developed through ongoing consultation with children’s families. Educators regularly engaged with external professional resources in the local community to guide and improve their practices in sustaining positive, trusting relationships with children.

### Quality Improvement Plan notes for Standard 5.1

Nil

<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

### Demonstration of Exceeding themes for Standard 5.2

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 5.2 is rated**

**Exceeding NQS**

### Evidence for Standard 5.2

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

Children were provided with a range of opportunities to engage in collaborative play and practice positive social skills, including a variety of small and large group experiences. Educators directly role modelled cooperative behaviour when interacting with children, and supported children to negotiate roles, self-regulate and recognise their own emotions. Educators demonstrated a consistent approach to self-regulation when guiding children's behaviour including the use of visuals and intentional teaching strategies.

#### ***Practice is informed by critical reflection and was shaped by meaning engagement with families and/or the community***

Educators participated in professional development opportunities, conducted research and engaged in robust professional discussions towards embedding a consistent approach to self-regulation across the service. This included educator's participation in Zones of Regulation training and mentoring and consultative sessions with allied health professionals through School Readiness Funding. Educators regularly collaborated with families, SRF funded allied health professionals and other external support agencies such as inclusion facilitators to develop individualised strategies to support children to regulate their behaviour and communicate their needs. For example, the service worked with a family to support a child with identified needs to implement allied health professional recommended strategies ensuring consistency between home and kinder environments, resulting in positive outcomes for the child.

### Quality Improvement Plan notes for Standard 5.2

Nil

### 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. <span style="float: right;">Met</span>
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. <span style="float: right;">Met</span>
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. <span style="float: right;">Met</span>

### 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

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

As reflected in the service philosophy, the service believed that partnerships with families as vital for best outcomes for children and consistently demonstrated respect for the voices and perspectives of families. The service developed well-established reciprocal relationships with families. Through these relationships, the service gained regular insight into the needs, values and priorities of families and the local community.

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

The service prioritised shared decision-making with families through regular formal and informal feedback, including surveys and digital communication. Feedback from families led to educators critically reflecting on best ways to support families to access current information to support parents in their parenting role and in turn meet the needs of children. This input guided educators to improve access to relevant parenting information, particularly as families expressed challenges at home. In response, educators implemented inclusive supports such as interpreting services from All Graduates, access to allied health professionals through in person and online meetings and information sharing, collaborative meetings between educators, parents and key workers as required, and translated and visual resources. Ongoing reflection ensured communication remained inclusive, equitable, and responsive to the diverse needs of families.

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

The service actively partnered with families and local community organisations, including schools and child and family services to strengthen parenting and wellbeing outcomes. Families were supported to access guidance, identify needs and referral pathways to support children. Strong collaborative relationships with primary schools ensured early identification of additional support needs with consistent strategies shared across both settings to promote smooth transitions.

## Quality Improvement Plan notes for Standard 6.1

Nil

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

***Practice is embedded in service operations, informed by critical reflection, and shaped by meaningful engagement with families and the community***

Community partnerships enhanced children's learning and development and reflected the values of the local community. Educators reflected formally and informally on children's access and participation and maintained ongoing collaborative partnerships with support agencies to enhance children's learning, wellbeing, and communication. Children and educators demonstrated a regular presence in the community through regular outings within the community and collaboration with community members, such as local gardening experts, wildlife rescue groups and friends with honey programs further supported children's engagement and connection to country. External organisations regularly visited the service to share information and provide resources, extending to inclusive and collaborative relationships between the service and allied health professionals including speech and occupational therapists, Preschool Field Officers, and external early childhood professionals to consistently enhance children's learning and wellbeing.

### Quality Improvement Notes for Standard 6.2

Nil

### 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 that is child safe.	
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 that is child safe.	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

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

Effective and consistent leadership and well-established governance arrangements and administrative systems through the Committee of Management created the successful operation of the service. This included the implementation of well-developed policies, procedures, and associated checklists to ensure compliance and strategies were in place to identify, report and manage risks. The service was committed to ensuring the philosophy reflected the service community and guided all aspects of practice and was easily accessible combining simple images and words to convey meaning with the common theme throughout being "Respect".

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

The service demonstrated a strong embedded culture of ongoing reflection and self-review. The Nominated Supervisor/Educational Leader and Approved Provider engaged in regular, in-depth discussions to identify areas for improvement and guide future changes. This led to the introduction of an administrative role to support daily operations, continual reflection and assist both staff and the Committee of Management. The role was later refined to further support educators and families and minimise costs, evolving into an Early Childhood Teacher and administrator position that also provided relief cover and reduced reliance on agency staff.

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

The service valued contributions from families and the community and the Approved Provider and educators actively sought ways to gather information to inform a shared vision that included a strong focus on inclusive practices, quality education and care, community and family partnerships.

## Quality Improvement Notes for Standard 7.1

Nil

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**

***Practice is embedded in service operations, informed by critical reflection and shaped by meaningful engagement with families and the community***

Robust quality improvement processes were in place and a high regard for self-evaluation, critical reflection and continuous learning underpinned the operation of the service. The service regularly updated and maintained the quality improvement plan and used it as a guide for continuous improvement. Educators reflected on aspects of practice across all quality areas, and this information was fed back into the quality improvement plan process with interwoven contributions from children, family, and the community. The educational leaders worked closely with each educator to deliver an educational program that set high expectations for each child's learning and development, consistently modelled practice informed by theory and current research and led a team culture that advocated for children's learning and development. The service recognised the importance of striving for best practice and continuously reflected on what they could do to improve outcomes for children and families. Importance was placed on being a collegial professional learning community that engaged in ongoing critical self-assessment.

**Quality Improvement Notes for Standard 7.2**

Nil

### 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>Meeting NQS</b>
<b>Quality Area 3 is rated</b>	<b>Meeting NQS</b>
<b>Quality Area 4 is rated</b>	<b>Meeting 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>

## Quality improvement plan notes summary

<b>Quality Area 1</b>	
<b>Standard 1.1</b>	Nil
<b>Standard 1.2</b>	Nil
<b>Standard 1.3</b>	Nil
<b>Quality Area 2</b>	
<b>Standard 2.1</b>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>Continue to support all educators to plan and embed experiences that build children’s gross motor skills, coordination, fitness, and strength within a range of small and large group experiences. Educators may wish to explore <a href="#">Yulunga Traditional Indigenous Games</a> and <a href="#">The Healthy Early Childhood Services Achievement Program</a>.</li> <li>Critically reflect on how aspects of healthy eating and healthy lifestyles can be actively promoted within the children’s program such as during cooking experiences and with families. The service may wish to explore links with relevant community support agencies and health centres.</li> </ul>
<b>Standard 2.2</b>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>Continue to develop strategies to engage with families about child protection and the Child Safe Standards which includes linking with community services or local organisations to provide families with resources and information to promote their understanding of these concepts.</li> <li>Continue to review and revise the service’s implementation of the Child Safe Standards and Reportable Conduct Scheme and where necessary embed educators understanding of their responsibilities and the procedures for managing child abuse complaints, breaches to the Code of Conduct and their obligations to act and report. The following resources may be of use: <ul style="list-style-type: none"> <li><a href="#">Commission for Children and Young People (CCYP) - Child Safe Standards</a></li> <li><a href="#">Reportable Conduct Scheme   CCYP</a></li> <li><a href="#">Child Safe Standards   vic.gov.au</a></li> <li><a href="#">Empowerment and participation guide   CCYP</a></li> </ul> </li> </ul>
<b>Quality Area 3</b>	
<b>Standard 3.1</b>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>Critically reflect on social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service. This might include theoretical influences on the service’s design choices and how these align with the approved learning</li> </ul>

	<p>framework/s and the service’s philosophy, policies and procedures.</p> <ul style="list-style-type: none"> <li>• Reflect on opportunities for collaboration with family and community partners and how these are built into the service’s approach to designing and making changes to the physical environment.</li> <li>• Further strengthen and embed opportunities to make changes to the design of the physical environment, with ongoing consideration of inclusion and participation, children’s safety, learning and development outcomes.</li> </ul>
<p><b>Standard 3.2</b></p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>• Critically reflect and explore how sustainable practices and environmental awareness can be even further incorporated in the daily operations of the service and extend children’s agency and ownership in sustainability through meaningful participation in environmental initiatives and decision-making. The service may wish to utilise the resource <a href="#">Exceeding in Environmental Responsibility [PDF 4.5MB]</a> to encourage robust discussions and brainstorm new initiatives and practices within the service that support children’s understanding of their responsibilities as global citizens.</li> <li>• Further involve families in critically reflecting on the design of spaces to ensure that the service continues to cater to the needs of children and how the environment could be re-arranged or adapted to best cater to their ideas and emerging interests and developmental needs.</li> </ul>
<p><b>Quality Area 4</b></p>	
<p><b>Standard 4.1</b></p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>• Continuously critically reflecting on recruitment and induction procedures to ensure they continue to embed understanding of the services commitment to child safety and the roles and responsibilities outlines in the service’s child safe environment policy, and code of conduct.</li> <li>• Continue to build pedagogical and practical knowledge through the services approach to mentoring of new educators as they commence, to maintain consistent practice across the service and ensure that all educators deliver a high-quality educational program which enhances children’s learning and development.</li> <li>• Continue strengthening the culture of professional enquiry and critical reflection which supports all educators to develop, enhance and reflect on their practices, share their skills and understandings, and engage in professional conversations that challenge their beliefs and generate new ideas.</li> </ul>
<p><b>Standard 4.2</b></p>	<p>The service may wish to:</p> <ul style="list-style-type: none"> <li>• Continue to strengthen the service’s culture of professional enquiry which supports all educators to develop and enhance their practices, reflect on their practices, share their skills and understandings, and engage in professional conversations that challenge their beliefs and generate new ideas. Find ways to</li> </ul>

	<p>capture this professional collaboration so that it can be referenced during ongoing planned and spontaneous meetings.</p> <ul style="list-style-type: none"> <li>• Explore further opportunities within the community to support the development of educators' understanding of various professional standards, taking into consideration the varying personal, cultural and language barriers that may impede educator's development in areas of practice and interactions.</li> </ul>
<b>Quality Area 5</b>	
<b>Standard 5.1</b>	Nil
<b>Standard 5.2</b>	Nil
<b>Quality Area 6</b>	
<b>Standard 6.1</b>	Nil
<b>Standard 6.2</b>	Nil
<b>Quality Area 7</b>	
<b>Standard 7.1</b>	Nil
<b>Standard 7.2</b>	Nil