

National Quality Standard Assessment and Rating Report

Service Name	Kids Club Dalby		
Service Approval Number	SE-00002215		
Provider Name	Elisha May Pedler and Darryl Gordon Pedler As Trustee for the Pedler Family Trust and Sandra Kaye Goldsmith As Trustee for the SKG Family Trust		
Provider Approval Number	PR-00001069		
Assessment & Rating Number	ASR-00051784		
Assessment & Rating Type	Partial Re-assessment and Re-rating instigated by RA		
Report Status	Final	Date Report Completed	21/01/2026

Acknowledgement of Country

The **Department of Education** acknowledges the Traditional Custodians of the land, seas and waterways from across Queensland. We honour and pay our respect to the Elders past and present, for they hold the memories, the traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

This report was prepared on Butchulla lands.

Assessment and rating visit details

Type of service

Long Day Care ☐ Outside School Hours Care (OSHC) ☒

Family Day Care ☐ Preschool/Kindergarten ☐

Nominated Supervisor/s
Sandra Hoopert
Kylie Houlder

Educational Leader/s
Mckenzee Hale

Responsible person
Kylie Houlder

Primary Contact
(for assessment & rating)
Kylie Houlder

Quality Improvement Plan
Date Received
28 November 2025

Visit/s

Date	Arrival	Departure	Number of children
4/12/2025	14:00	17:30	23
5/12/2025	06:45	11:00	16

Authorised officers

Name 1
Rebecca Westendorp

Further information (if applicable)

This service is approved to provide education and care to a maximum of 130 children from over preschool age, including school children. The service operates from 6:30am to 9:00am and 3:00pm to 6:00pm, Monday to Friday during school terms and 6:30am to 6:00pm Monday to Friday during school holidays. This **partial re-assessment and re-rating** was instigated by Regulatory Authority on 28 November 2025. This report is a partial re-assessment of the previous assessment and rating completed in 2023, where the service was Rated as Working Towards the National Quality Standard. Quality Areas 1, 6 and 7. Standards 2.2 and 4.2 and Elements 2.1.2, 3.2.2 and 3.2.3 have been re-assessed. This partial re-assessment and re-rating

was completed when Authorised officers visited the service on 4 and 5 December 2025. The previous final report was issued on 11 November 2023 - ASR-00041768.

About this Assessment and Rating Report

This Assessment and Rating Report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Assessment and Rating Report includes the following:

Part 1	Part 2
• Determination of 'Met' or 'Not Met' for each Element of the NQS • Analysis of evidence, including evidence of any Exceeding themes • The rating of each Element, Standard and Quality Area • Suggestions and resources for quality improvement • Record of any minor adjustments offered or substantiated breaches/related compliance action	Examples of evidence used to make quality and compliance decisions

Part 1: Ratings and Analysis

This section includes your service's rating against the National Quality Standard for each Element, Standard and Quality Area, as well as an analysis of the evidence to explain the reasons for the ratings.

Part 2: Evidence Relied Upon

This section includes examples of evidence collected during the assessment and rating process that were considered when determining the ratings against the National Quality Standard.

How to read this document

The evidence of your service's practices collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and whether Exceeding themes have been demonstrated.

The information is organised by Quality Areas (i.e. QA1 to QA7).

Each Quality Area includes:

- The rating for each Element and whether Exceeding themes for each Standard have been demonstrated.
- Analysis of evidence for each Standard. The authorised officer will use this section to highlight particular practices that support the rating decision for each Standard.

The final pages of Part 1 of this report include a list of any Minor Adjustments offered, or Compliance Notes relevant to the assessment and rating. In the final report, the table will be updated to include any applicable Quality Improvement Plan notes to support your service's cycle of self-assessment and quality improvement.

How is Exceeding practice determined?

These are the questions used by authorised officers in conjunction with the [Guide to the NQE](#) to analyse the evidence gathered during the assessment and determine whether practice is Exceeding the NQS for any Standard.

For further information about the Exceeding Themes, please see *Section 3 National Quality Standard and Assessment and Rating* in the [Guide to the NQF](#). A tailored list of reflective questions for services for each Standard is included in the National Quality Standard.

Exceeding Theme 1

- Are high quality practices consistent across the service for this Standard?

If so:

- Does the service have processes to ensure consistent high-quality practices are in place regardless of the staffing or situation on any given day?
- Do staff/educators have a shared understanding of the service's approach to high quality practice for the Standard?
- Are you 'seeing' usual high-quality practice in line with the service philosophy throughout the day? Consider in relation to all aspects of the Standard. Where relevant, this will include during:
 - meal times
 - rest times, and
 - transition times.

Exceeding Theme 2

- Is the service reflecting on its practice for this Standard?

If so:

- Is it critical reflection? Critical reflection may:
 - involve robust debate
 - reference theorists, or current research or information from outside the service
 - incorporate social justice considerations
 - hypothesise, test and evaluate different approaches to doing things
 - aid the service in responding to complex situations, challenges and expectations
 - involve more than repetition of events that occurred, identifies underlying concepts of significance.
- Can decisions about practice at the service be linked back to critical reflection, and is this evident in observable practice?
- Have staff/educators, relevant to their roles and responsibilities, shown:
 - a clear understanding of the reasons behind any changes to their practice or continuation of their current practice?
 - the ability to articulate what they are doing and why?

Exceeding Theme 3

- Does the service engage with families and/or the community (local communities, community organisations, Aboriginal and Torres Strait Islander communities and local support agencies) in relation to this Standard?

If so:

- Is the engagement meaningful? Meaningful engagement may, but does not have to:
 - be consistent and ongoing

- make families and/or the community integral in the decision-making process
 - involve actively seeking and carefully considering and valuing family and community feedback
 - result in shared decision making and problem solving
 - foster a culture of inclusiveness and sense of belonging
 - result in practice that is tailored and responsive to the needs of the children, families and the community.
- Does this meaningful engagement inform and shape practice?
- Does the way in which the service engages with families and/or the community reflect the service and its context?

Part 1: Ratings and analysis

This section includes your service's rating against the National Quality Standard for each Element, Standard and Quality Area, as well as an analysis of the evidence to explain the reasons for the ratings.

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

Standard 1.1 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.1

The educational program was guided by the Approved Learning Framework, My Time, Our Place which influenced curriculum decision making. Information collected during enrolment, conversations and through Facebook posts to families supported educators to use their knowledge of children's interests and ideas to plan activities. Children's agency was promoted through documenting their ideas and supporting children to be active participants in their own learning. This was demonstrated through their voice being captured and used to inform the upcoming vacation care program. Aspects of the program's routines provided opportunities to enhance children's learning. This was particularly evident through the intentionally planned transition experiences and the practice of countdowns that supported children with additional needs.

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

Standard 1.2 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.2

Educators demonstrated intentional teaching strategies through a number of planned experiences, and environment set ups. Educators demonstrated a responsiveness to children's ideas and play, and scaffolded learning experiences through these intentional as well as spontaneous moments. This was demonstrated through educators encouraging children's skills and curiosity, to support them to feel valued and stimulate their thinking such as, during a tower building experience. Children were provided with a range of opportunities to act autonomously and make their own choices and decisions, particularly surrounding their play and routines.

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

Standard 1.3 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 1.3

Educators followed an assessment and planning cycle, where each stage was developed and documented and included weekly programs, observations, learning stories, reflections and follow up extension ideas. The documented assessment and planning cycle included entries documenting children's learning and programming and referenced educators' reflections and links between the Approved Learning Framework, The National Quality Standards and key Theorists. Educators supported by the Educational Leader demonstrated how critically reflective practice impacted curriculum decision making and aspects of service delivery, such as mealtimes. A variety of strategies were used to provide programming information to families such as, educators captured group and individual child observations, along with learning stories that were recorded and displayed or shared with families via a closed Facebook page.

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?

No

Does the service have access to a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher to children in the year that is 2 years before grade 1 of school.

No

Quality Area 1 is rated

Meeting 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

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 2.1

The service had demonstrated and observed systems in place that supported effective illness and injury management. This was demonstrated through adequate policies and procedures that supported compliance with the National Law and Regulations and ongoing responsive communication with families. Educators role modelled and followed appropriate hygiene practices and supported and encouraged children to be active participants in their own health and hygiene approaches.

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	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

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 2.2

Educators provided children with adequate supervision and demonstrated an awareness of children's whereabouts at all times. Supervision strategies and practices were discussed daily, and headcounts were conducted and recorded, throughout sessions. The service implemented effective incident and emergency management plans. Emergency and evacuation plans, and procedures were displayed at relevant building exits. The service had documented emergency and evacuation drill rehearsals, which included rehearsals for lockdowns and evacuations. Educators, were aware of the services child protection policy and procedures, including their individual responsibilities, should they suspect a child attending the service was at risk of abuse or neglect. This included annual mandatory training, which was offered through an external provider.

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

Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
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

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 3.2

The service environment was well resourced, and the design of the space allowed for free flow between spaces. Throughout the day, children were observed independently accessing resources from the indoor environment, which provided children with opportunities to engage in experiences, both individually and as a group. Educators further facilitated access to resources when children requested them. Families were encouraged to have input into resources and equipment through email requests for donated recycled items. Educators encouraged environmental responsibility and care for the environment through providing access to gardening experiences and animal encounters, both at the service and through community connections, as well as through the use of recycled materials in children's art and craft experiences.

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 4.2	Management, educators and staff are collaborative, respectful and ethical.	
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

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 4.2

Educators' skills and strengths were acknowledged and incorporated into the daily service. Program that was observable in practice and supported the team to collaborate, challenge, and learn from each other. Professional standards such as the services code of conduct, service policies and procedures, National Law and Regulations, Approved Learning Frameworks and key Theorists, such as Maslow's hierarchy of needs underpinned service delivery and educators were able to demonstrate an understanding of these standards including any state and regulatory requirements around the review of service practices.

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

Standard 6.1 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 6.1

The service team engaged collaboratively and respectfully with families from enrolment and orientation, to learn about their expertise, culture, values, beliefs and priorities for their child's learning and wellbeing. The services practices regarding developing relationships with families aligned with the services philosophy. Families were supported and encouraged to be involved in the service and contribute to service decisions through ongoing communication, Facebook posts and surveys. The service respected parents' views, culture, values and beliefs and they were encouraged to share in decision making at the service. For example, families were asked for input into the upcoming vacation care program and their input was used to directly impact the vacation care program. Additionally, professional parents were involved in planning incursions such as a 'service day' where they arranged police officers to visit the service.

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

Standard 6.2 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 6.2

Educators supported by the Nominated Supervisor recognised the importance of effective, smooth transitions and facilitated inclusion, ensuring that each child was considered in their own individual context, with effective strategies put in place to support them. This approach extended to involving families and school teachers in regular discussions to support identified children. The service had built collaborative relationships with their local school, sporting clubs, and community organisations. These connections provided opportunities for children to participate in community events, clinics, and excursions such as a National Tree Day. The service used reflections to guide a deeper understanding of the effectiveness of their community connections and from this reflection introduced activities for children from the Yalunga Traditional Games resource.

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

No

Quality Area 6 is rated

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

Standard 7.1 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 7.1

Effective leadership and governance supported the operation of quality service through adequate management systems. The service philosophy reflected the views of children and their families, and staff members had a clear understanding of roles and responsibilities within the service. The service was supported by the Approved Provider which ensured risk management and supported the operation of a quality service. Educators were aware of their individual roles and responsibilities through a clear induction process, daily conversations and service practices such duty statements.

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

Standard 7.2 is rated

Meeting NQS

For any Minor Adjustments, Compliance Notes, or Quality Improvement notes relevant to this standard, please refer to the summary at the end of Part 1.

For a service to achieve Exceeding NQS for a standard, all elements linked to that standard must be 'met' and service practice must demonstrate all three Exceeding themes.

Analysis for Standard 7.2

Self-assessment and quality improvement processes were in place and occurred regularly, during discussions and staff meetings. Professional development and networking opportunities were available to staff, and staff performance was managed and reviewed via an annual process. The Educational Leader supported and facilitated the development and implementation of the educational program and identified areas for growth and development within their team of educators, regarding program and practice. The Approved Provider supported the appointed Educational Leader to access resources including training and networking, where they could share ideas and access information. Educators were provided with opportunities to access professional development that was identified through the annual appraisal process, and these were tracked using a training register.

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

No

Quality Area 7 is rated

Meeting NQS

Assessment and rating summary

Quality Area 1 is rated	Meeting NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Meeting NQS
Quality Area 5 is rated	Meeting NQS
Quality Area 6 is rated	Meeting NQS
Quality Area 7 is rated	Meeting NQS

Overall rating	Meeting NQS
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Minor Adjustment notes summary

QA1	Not Applicable (N/A)
QA2	N/A
QA3	N/A
QA4	N/A
QA5	N/A
QA6	N/A
QA7	N/A

Quality Improvement Plan notes summary

QA1	In future quality improvement planning, consideration could be given to: - Developing additional strategies for extensive program collaboration with children such as communications books/journals, organised children's meetings, children's representatives, children interviewing others about their interests. - Further developing the critical reflection process for all educators, and sourcing professional development opportunities to strengthen educators understanding of critically reflective practice that is meaningful. Further suggested reading: ACECQA MTOP Team Meeting Package.PDF ACECQA Match the glossary terms Approved Learning Frameworks ACECQA Developing a Culture of Learning Through Reflective Practice
QA2	In future quality improvement planning, consideration could be given to: - Providing professional development opportunities in relation to child protection training and exploring strategies to actively raise family and community awareness of child protection issues; and - Providing agency to the children through more involvement with nominating and evaluating emergency and evacuation procedures. Consider expanding current evacuation drills to include managing a medical illness. Further suggested reading: QLD GOV childsafe organisations Practical strategies for engaging children in a practice setting ACECQA QA2 Introduction
QA3	In future quality improvement planning, consideration could be given to: Sourcing information from professional publications to enhance and extend each child's understanding about caring for the environment, and develop strategies to extend sustainable practices regarding energy, reducing waste and water conservation. Further suggested reading: The Environment as The Third Teacher ACECQA Inclusive environments Teaching and Learning curriculum sustainability Growing From Gardening
QA4	In future quality improvement planning, consideration could be given to:

	- Continue to provide opportunities for educators to share their knowledge of current recognised approaches and professional development opportunities among all educators at the service. - Further investigating how all educators reflect collaboratively on pedagogical knowledge and curriculum delivery, and professional ethics and standards including the code of conduct and code of ethics. Further suggested reading: National-quality-standard- quality-area-4-staffing-arrangements
QA5	N/A
QA6	N/A
QA7	In future quality improvement planning, consideration could be given to: - Further developing strategies for embedding practice in service operations, critically reflecting on leadership practice, and meaningful engagement of families in reviewing the governance structure of the service. - Continuing to reflect and implement successful ways to enable families and the community to provide feedback on the operations of the service to drive continuous improvement. - Reflecting on how the service can further support staff members to provide feedback to strengthen governance and administrative systems. Further suggested reading: ACECQA educational leadership Practical ideas to support quality improvement How to Generate Family Involvement in Service Management

Compliance notes summary

QA1	N/A
QA2	N/A
QA3	N/A
QA4	N/A
QA5	N/A
QA6	N/A
QA7	N/A



Department of Education

The Early Childhood **Regulatory Authority**

Queensland Early Childhood Regulatory Authority - Assessment & Rating Report: Part 2

Service name & suburb: Kids Club Dalby, DALBY

Visit type: Assessment and Rating

Visit date/s: Thursday, 4 December 2025, and Friday, 5 December 2025

Monitoring Summary

Regulation 55 Quality improvement plans (for FDC, applies to the service only)	Compliant
Regulation 77(1) Health, hygiene and safe food practices	Compliant
Regulation 90 Medical conditions policy	Compliant
Regulation 97 Emergency and evacuation procedures	Compliant
Regulation 104(1) Fencing	Compliant
Regulation 118 Educational leader	Compliant
Regulation 136 First aid qualifications	Compliant
Regulation 155 Interactions with children	Compliant
Section 165(1) Offence to inadequately supervise children	Compliant
Section 167(1) Offence relating to protection of children from harm and hazards	Compliant

Quality Area 1

Standard 1.1 Program

Element 1.1.1 Approved learning framework

REF: #12123 7:31 AM, 3 Dec, 2025	Sighted	Discussed
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The Quality Improvement Plan (QIP) states, 'Educators at Kids Club Dalby consistently consider each child's strengths, interests, and needs when planning, ensuring learning experiences are inclusive, engaging, and responsive to the approved learning framework.'

The Nominated Supervisor outlines that the My Time, Our Place (MTOP) Framework is used to guide curriculum decision making through everyday practice. The Educational Leader outlines that they use the MTOP framework as a guideline so that when planning they can think about these outcomes and how they will link to the activities. They add, they look at the individual child as well as the group as a whole and use the reflections at the end of each week to link learning outcomes. They outline that when they are reflecting and planning that they include all educators in the discussion to see what they have identified as working well, not working or if they have identified a new interest or have a suggestion for an activity.

Sample documentation provided includes the 'program diary' that is tailored to the school age care program. The templates identify the MTOP framework Learning outcomes and the Educational Leader outlines that they use this diary to capture their planning. They then complete additional observations and weekly reflections that they print out and staple into this diary.

At the time of the visit the diary has been completed with planned activities under a legend that identifies, 'Child initiated; from observation' and then 'Planning cycle.' The Educational Leader outlines that throughout the year their understanding of the Framework and planning cycle has increased and that they know feel confident they are covering all aspects well.

Sample documentation provided includes excerpts from the program diary. A reflection dated November 2025, has information captured under headings:

1. Gathering information/Observations
2. Analysing Learning.
3. Planning
4. Implementation and
5. Reflection Evaluation'.

An observation for this week states, 'Observation:

This week at Kids Club Dalby OSHC was filled with meaningful child-led exploration, collaboration, and creative expression. Indoors, children immersed themselves in LEGO design challenges, building cities, towers, bridges, and themed displays such as airports and zoos. The level of problem-solving, negotiation, and communication was strong, with children discussing structural issues, trying new strategies, and celebrating each other's ideas.

Creative areas were also lively, with children producing drawings, comics, posters, and story art. Many children proudly displayed their work on the wall, building a strong sense of identity and belonging within the environment.

Outdoor activities were equally engaging. The handball courts became a daily gathering point where children organised tournaments, created fair rules, and supported younger players. Playground climbing, chasey games, and imaginative outdoor roleplay encouraged social connection, peer coaching, and safe risk-taking. The "Riddle of the Day" became a favourite collective challenge, with children buzzing around the whiteboard to share theories and reason their way to solutions. These activities supported communication, strategic thinking, and shared excitement across the week.

Reflection:

This week dearly reflected Vygotsky's Sociocultural Theory, which emphasises that children learn best through interaction, dialogue, and shared experiences. Educators acted as co-learners, scaffolding children's communication, helping to resolve conflicts, and guiding problem-solving moments. The environment offered endless opportunities for children to work within their zone of proximal development as they attempted challenges that stretched their thinking with peer and educator support.

MTOP Outcomes 1, 3, 4 and 5 were prominent as children built identity through creative expression, developed wellbeing through movement and emotional regulation, demonstrated deep learning during STEM and riddle challenges, and communicated confidently with peers.

National Quality Standard (NQS) connections were strong across Quality Area (QA)1, QA3, QA5 and QAG through thoughtful programming, rich environments, strong relationships, and child/educator partnerships. The week fostered social confidence, persistence, creativity, and belonging'.

REF: #21831 11:50 AM, 5 Dec, 2025	Sighted	Discussed
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The Educational Leader outlines that through their Bachelor of Education study that they are currently undertaking that they have learnt a lot about meaningfully embedding Aboriginal and Torres Strait Islander culture into programs such as through the 8 Ways Pedagogy and have been sharing this knowledge with other educators and using the framework throughout their program development and implementation.

Sample documentation provided includes an observation that states, 'At Kids Club Dalby OSHC, we recognise that Aboriginal and Torres Strait Islander cultures hold deep knowledge, connection, and ways of learning that enrich our program and strengthen children's understanding of Australia's First Nations peoples. This week, our focus on Yulunga Traditional Indigenous Games and the 8 Ways Pedagogy created meaningful opportunities for children to learn through culture, Country, teamwork, and story.'

Honouring Indigenous Culture - Our Yulunga sessions allowed children to explore the values embedded in traditional games-respect, cooperation, fairness, and community. Games such as Kai, Wana, and Kolap provided hands-on ways to share Indigenous perspectives while fostering physical skill development and social connection.

Challenge Noted - A challenge during this cultural experience was correctly pronouncing the traditional game names. Educators worked together, using pronunciation guides and repetition to model cultural respect and accuracy. Children also enjoyed practising the names, turning this challenge into a shared learning opportunity.

Link to the 8 Ways Pedagogy.

1. Story Sharing - We introduced each game through its cultural background, explaining its purpose in community life.
2. Learning Maps - Visual diagrams helped children understand the sequence of movements before playing.
3. Community Links - We discussed links to First Nations communities and how the games connect to Country.
4. Symbols & Images - Visual prompts deepened understanding and supported diverse
5. Land Links - We played on natural ground to mirror the origins of traditional games.
6. Non-linear Learning - Children learned through exploration, repetition, and adaptation.
7. Deconstruct/Reconstruct - Educators modelled the games before children broke down and attempted each step independently.
8. Community-Based Learning - Teamwork and peer support reflected communal

Indigenous learning values.

Outcomes Observed.

- Increased teamwork, leadership, and problem-solving.
- Strong engagement and curiosity about Indigenous culture.
- Inclusive participation for children of all ages and abilities.

Educator Reflection.

This experience reinforced that embedding indigenous perspectives is an ongoing practice.

The 8 Ways Pedagogy supported culturally responsive learning grounded in connection, respect, and community. We will continue incorporating Yulunga games to strengthen cultural understanding in joyful and meaningful ways.

The Yulunga games and 8 ways Pedagogy is not displayed on our indigenous wall’.

REF: #10461 7:02 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, ‘Children play a significant role in the decision-making processes related to their curriculum and educational programs. This involvement fosters child-initiated learning which Is solely child-centred, and promotes personal development aligned with their interests, as the curriculum is tailored to reflect these preferences. Consequently, this approach enhances their engagement and enthusiasm for learning.’

The Nominated Supervisor outlines that children are involved in the curriculum decision making through conversations and a suggestion board. The Educational Leader outlines that they put up visual cues to prompt children about what they might include in their suggestions. They outline that they will then add these items to the weekly plan and review how these items have been used by the children.

Sample documentation provided includes these prompts and one example states, 'Stem Challenge:

Build the tallest and most stable tower using:

- 20 pieces of spaghetti.
- 10 marshmallows.
- Scissors.
- 5 minutes to plan:
- 10-15 minutes for construction.
- in teams of 4 or 5.

Can you make the tallest tower?'

REF: #19733 3:36 PM, 3 Dec, 2025	Observed	Sighted	Discussed
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At the time of the visit, the program on display identified activities such as, 'UNO cards; pebble game and Christmas craft'. As children arrive, they are greeted by name and then after a roll call are invited inside the hall to play. The hall has been set up with tables around half of the perimeter. Some of these tables are set aside for afternoon tea and others have activities on them such as paper and pencils and a Christmas craft. The Educational Leader explains that the children had asked to do Christmas craft and had chosen Christmas trees. To extend their interest, they have added bauble shapes today. The Educational Leader sits at the table with children doing the craft and talks to them about the shapes they are making. At another table children are sitting at a drawing table, and the educator talks to them about the colours they are using and what are their favourite colours.

Element 1.1.2 Child-centred

REF: #10611 7:07 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'By expressing their opinions and preferences, children cultivate social connections through collaborative decision-making regarding their educational experiences which allows for learning outcomes'.

The Nominated Supervisor outlines educators gather information about children's interests through ongoing conversations and requests for information from families. They outline that for the upcoming school holidays that they put out a Facebook post to ask families for ideas and what their children would like to do. They add once the information was received, they collated it and put it on a visual board, that at the time of the visit was on display in the office. The board contained a large number of suggestions under headings titled, 'Christmas room ideas; lunch ideas; parent input' and 'Student input'. Beside the board are posters that state, 'Analysis of Learning - Analysis of the gathered information shows:

- Children are seeking movement-heavy, social and collaborative play, such as sports, inflatables, and water play (MTOP 3.2, 5.1).

- Strong interest in STEM, construction and hands-on experimentation supports problem-solving, creativity, and critical thinking (MTOP 4.1).
- Parent contributions emphasise sensory exploration, craft, and cooking, supporting fine-motor development and self-expression (MTOP 1.2).
- Educator ideas encourage seasonal belonging, community, and joy, linking to cultural celebrations and emotional wellbeing (MTOP 2.1& 5.2)'.

'Planning and decision making - Using student, parent, and educator input, the following activities and experiences were selected:

- Water play day
- Jumping castle
- STEM challenge day
- Face painting + costume day
- Biscuit and cupcake decorating
- Slime science workshop
- Lego building competition
- Minecraft-inspired games and challenges
- Sports day (soccer, team games)
- Christmas craft week
- Obstacle course
- Movie and relaxation day
- Quiet corner with puzzles, reading, and art'.

'Implementation:

- Activities will run throughout the holiday period, with educators setting up environments that are inclusive, engaging, and flexible.
- Daily reflections, photographs, and child feedback will be collected to inform ongoing planning.
- Meals prepared according to the food program and aligned with children's wellbeing.
- Educators will supervise, scaffold learning, encourage safe risk-taking, and support positive social interactions.
- Spaces will be adapted daily to ensure access for all ages, abilities, and interests'.

REF: #11625

7:19 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'The programs are tailored to be child-focused, drawing on children's strengths, interests, and developmental stages, while offering a variety of play-based and intentional learning experiences'.

The Nominated Supervisor outlines that they have a number of children with Aboriginal heritage and that each child's culture, abilities and strengths is reflected in the program through tailoring activities to suit their individual strengths, abilities and culture.

Sample documentation provided includes an observation that states, 'At Kids Club Dalby OSHC, we recognise that Aboriginal and Torres Strait Islander cultures hold deep knowledge, connection, and ways of learning that enrich our program and strengthen children's

understanding of Australia's First Nations peoples. This week, our focus on Yulunga Traditional Indigenous Games and the 8 Ways Pedagogy created meaningful opportunities for children to learn through culture, Country, teamwork, and story.

Honouring Indigenous Culture - Our Yulunga sessions allowed children to explore the values embedded in traditional games-respect, cooperation, fairness, and community. Games such as Kai, Wana, and Kolap provided hands-on ways to share Indigenous perspectives while fostering physical skill development and social connection.

Challenge noted - A challenge during this cultural experience was correctly pronouncing the traditional game names. Educators worked together, using pronunciation guides and repetition to model cultural respect and accuracy. Children also enjoyed practising the names, turning this challenge into a shared learning opportunity'.

REF: #12232

7:32 AM, 3 Dec, 2025

Sighted

The QIP outlines a recent reflection in a leadership meeting, where the team discussed ways to incorporate children's growing interest in reptiles into the program. Through child-initiated conversations, several children expressed curiosity about different reptiles and their habitats. The leadership team critically reflected on how this interest could be embedded meaningfully into intentional teaching opportunities-such as creating reptile-themed art activities, researching local reptiles, and inviting community members (e.g. wildlife educators) to share their knowledge. This collaborative reflection strengthened our approach to programming, ensuring children's voices and emerging interests directly shape the curriculum.

Sample documentation provided includes this reflection that states, 'During the Easter school holidays, we had the pleasure of welcoming Urban Reptile to Kids Club OSHC for an engaging and educational hands-on wildlife incursion. The visit aligned with our jungle-themed classroom and offered children a unique opportunity to interact with a variety of reptiles, including snakes of all sizes and colours, lizards, turtles, and frogs. This interactive experience captivated children's interest and sparked deep curiosity about animal habitats, behaviours, and unique physical traits. Children eagerly engaged in observing and handling the reptiles, asking thoughtful questions, and sharing their own reptile-related knowledge and experiences. This incursion strongly supported Outcome 4 of the My Time Our Place (MTOP) framework, as children developed a deeper understanding of the natural world through inquiry, investigation, and collaborative learning. It also reflected Outcome 2 by fostering a sense of respect for animals and their environments, promoting care for living things and awareness of biodiversity.

The experience supported National Quality Standard (NQS) Area 1.1.2 (Child-centred), by responding to children's emerging interests in animals and nature. It also reflected Quality Area 5 (Relationships with Children), as educators encouraged respectful conversations, supported turn-taking when handling the reptiles, and promoted confidence and empathy through positive interactions.

One challenge observed was managing initial anxiety among some children when approaching the reptiles, especially the snakes. This was overcome by creating a calm and supportive environment, offering children the choice to observe before engaging physically, and encouraging peer support. Visual aids and storytelling were also used to build familiarity and reduce fear. Overall, the Urban Reptile incursion was a highlight of our Easter program. It successfully nurtured curiosity, promoted environmental awareness, and built confidence in children through respectful, hands-on learning. Future extensions could involve classroom research projects or art activities based on the animals encountered'.

The QIP states, 'The program emphasizes diversity and inclusion, integrating cultural backgrounds (Activities such as colouring and understanding language on International Mother Language Day) and individual needs to cultivate a strong sense of belonging and identity'. Sample documentation provided includes an observation that states, 'To celebrate International Mother Language Day, the children engaged in a creative activity making their own bookmarks. They used coloured paper, markers, and stickers to design bookmarks featuring words, phrases, and flags from different languages and cultures. Some children wrote greetings such as 'Hello', 'Ciao' and 'Konnichiwa', while others decorated theirs with national colours and meaningful symbols. The activity sparked rich discussions about how people around the world communicate and the importance of respecting different languages and traditions. Children showed curiosity about new words, shared languages spoken by their families, and proudly displayed their finished bookmarks. This promoted cultural awareness, inclusion, and confidence while supporting literacy and creativity.

Links to MTOP:

- Outcome 1: Children have a strong sense of identity.
- Outcome 2: Children are connected with and contribute to their world.
- Outcome 3: Children develop a sense of wellbeing through pride and belonging.
- Outcome 5: Children are effective communicators and explore language in various forms.

Links to NQS:

- QA1 - Educational Program and Practice
- QA3 - Physical Environment
- QA5 - Relationships with Children
- QA6 - Collaborative Partnerships with Families and Communities

Reflection- The bookmark-making activity for International Mother Language Day allowed children to express themselves creatively while learning about global diversity and communication. It encouraged meaningful conversations and helped children recognise that language connects us all in different ways. Educators observed that the children were highly engaged, respectful, and eager to learn new words and meanings. The activity strengthened their sense of belonging and appreciation for different cultures represented within the group'.

Element 1.1.3 Program learning opportunities

The QIP states, 'High levels of engagement not only indicate positive well-being but also contribute to increased confidence, the development of personal identity, and effective communication skills'.

The Educational Leader explains that educators ensure all aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning and that they do this through ensuring routines are consistent. They outline that they have a number of children with diagnosed medical conditions, so a structured routine supports their emotional wellbeing. They add the use of countdowns when transitioning and the rolling afternoon tea also supports children to be able to choose to participate in experiences in their own time, or to have warning about when things are about to change.

At the time of the visit the Nominated Supervisor uses a loud voice and starts to count down from 10 to one. As they start to count children stop what they are doing and move to them. Once children all sit down, the Nominated Supervisor says, 'Hands on heads, on noses, on ears'. Children follow, stop talking and then listen to what the Nominated Supervisor has to say.

REF: #13158

7:51 AM, 3 Dec, 2025

Sighted

The QIP states, 'Planning is regularly reviewed during team meetings, and children's progress is tracked through observations and digital platforms.'

An excerpt from the experiences book that is on display states, 'This week B asked educator J for some (puzzle colouring in) print outs. Educators and B searched up on Pinterest and found different types of puzzles, colouring in pages that used things like colour by number, break the number code to work out the sentence and assorted word searches. These became a huge hit in the mornings with the children all helping each other out to complete tasks.

Analysing learning - what does the information tell me about what and how the child is learning?

This tells me that the children are enjoying learning through play. It tells me that the children are learning cooperation, working together, colour recognition, problem solving, counting and organization.

Where can this be found in my documentation? This can be found within the program and especially in the 'Children's spontaneous choices' part of the program and through photo evidence and Facebook posts.

Do / address 'what', 'why' and 'how' children are learning it? This is addressed through our Facebook posts explaining the importance of puzzles to parents. It is also addressed with the children through one-on-one discussions while working together with children to complete tasks.

How does this link to the Approved Learning Frameworks? This links to the approved learning framework because the children are learning through play, problem solving. Working together with peers and educators building relationships'.

A follow up observation states, 'This week educators decided to put out the indigenous wooden puzzle sets as a quiet activity for the afternoon session. As there was still an interest going on from celebrating NADOC week. This was set up in the corner of the hall with some cushions. Educators decided not to say anything to the children and see if there would be any interest in it. Much to educators surprise it was a huge hit with the children. Even with the children who are more active in the afternoon and don't tend to participate in quiet activities.

Planning - The puzzles activities are placed out each afternoon in a quiet area with cushions, giving the children the opportunity to participate in the activity if they wish. What was an interest in puzzles has now turned into opportunities for critical thinking with RIDDLES. This was bought on as a transition from Kids Club to school at before school care. This now has the children sharing their own riddles

with friends and searching for more strategy games/activities that will challenge them. Educators are finding the children are enjoying these activities and requesting them on a regular basis. Educators are now in search for more activities that will challenge the children's thinking to add into the program’.

Standard 1.2 Practice

Element 1.2.1 Intentional teaching

REF: #19880 3:37 PM, 3 Dec, 2025	Observed
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At the time of the visit, the Educational Leader has set up a Christmas craft, and they sit with children who come to engage in this activity. Children are of varying ages, and the Educational Leader talks to them about the shape they are using, items they use and for some children, they support them to be able to use stampers to cut shapes in paper.

REF: #10805 7:09 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Kids Club Educators are deliberate, purposeful and thoughtful within their decisions and actions in relation to children's ideas and play for intentional teaching. Educators use intentional strategies, such as fine motor activities (painting, beads and wool) for children needing support, and regularly reflect on outcomes’.

The Nominated Supervisor explains that they support educators with intentional teaching practices through ongoing discussion, role modelling and guidance.

At the time of the visit a child sits at the drawing table and asks an educator how to write the word 'Special.' The educator says to the child, 'Do you want to try to spell it out?' The child says, 'I do not know how to spell 'SP.' The educator encourages the child to sound out each individual sound for the word. The child does and successfully writes the word. Once they are done the educator says, 'Well done, that was great sounding out.'

REF: #16533 10:36 AM, 3 Dec, 2025	Observed	Sighted	Discussed
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The program on display identifies planned activities under headings such as, 'Group activity/cooking; construction/board games; fine motor/cognitive/language; creative activities; wellbeing/mental health; science/environment/cultural; children’s spontaneous choices and outdoor observations’.

The Educational Leader outlines that some of the activities planned have children's initials beside them and this is to show that they have been intentionally planned for that individual or group of children, based on a previous observation or extension of a previous activity. An activity listed under the construction/board games heading is listed as UNO cards. At the time of the visit a group of children engage in this experience for a period of time. The group of children are varied ages and older children are observed to support younger children with following the rules of the game.

Element 1.2.2 Responsive teaching and scaffolding

REF: #19590

3:35 PM, 3 Dec, 2025

Observed

Discussed

At the time of the visit the Nominated Supervisor outlines that they have intentionally set up the environment to include items and activities that the children enjoy. They state that the team all know the children really well and what they are interested in and so will have items out for these children. They add, if a child was to ask for another item or resource, they will accommodate that. During the afternoon session, one educator sits at a drawing table and as it is their last day at the service children are drawing them pictures or writing them goodbye letters. The educator talks to them about what they have written which. Includes statements such as 'They will miss them and activities they have loved doing with them'. The educator talks to them about their feelings, the words they have written and colours they have used. this then turns into a conversation about each child's favourite colour.

REF: #19619

3:36 PM, 3 Dec, 2025

Observed

Sighted

The program on display includes tags such as child initiated. Activities highlighted for the day of the visit include, 'Handball competition; Christmas craft' and 'pop up tag'. At the time of the visit, children engage in activities such as the Christmas craft and at one time a child approaches the Educational Leader to ask if they can play tag with them. The Educational Leader then initiates the game of tag.

REF: #12581

7:42 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Standard 1.2 of the National Quality Standard is implemented through intentional teaching, critical reflection, and meaningful engagement with families. Practice is embedded in daily operations through regular team discussions (evident in our team meeting folder) about children's learning, leading to planned experiences that extend their interests-for example, introducing STEM challenges when children show interest in construction play (Tower building)'.

Sample documentation provided includes an observation that states, 'The children H, C, B, and L showed a strong collective interest in block play. They moved beyond individual building to work collaboratively on constructing a town. Their play demonstrated persistence,

negotiation, and creativity as they planned out spaces, adjusted block placement, and made decisions about what belonged in their 'town'. This shift from free play to purposeful construction highlights their growing ability to share ideas and achieve a common goal. Throughout the activity, the children developed problem-solving skills and mathematical thinking. They experimented with balance, size, and height, and tested how blocks could be stacked or joined to form stronger, more stable structures. This reflects their ability to think critically and engage with basic engineering concepts through play. The children also demonstrated resilience, re-building when structures fell, and adapting their designs to overcome challenges.

This activity strongly connects to MTOP Outcome 4 - Children are confident and involved learners, as the children displayed curiosity, creativity, and persistence in their building. It also supports Outcome 1 - Children have a strong sense of identity, as the collaborative element encouraged teamwork, turn-taking, and respectful communication. Each child contributed their own ideas and took pride in the shared creation, building confidence and agency.

In terms of the NQS, this observation links to Quality Area 1: Educational program and practice (1.1.1 and 1.2.3) as the experience was responsive to children's interests and

children (5.2.1) by supporting positive interactions and cooperative play. By providing open-ended resources like blocks, educators create an environment that nurtures creativity and problem-solving while also embedding opportunities for teamwork and social connection'.

Follow up observations identify how this activity was further extended to include adding in animals and taller buildings.

The Educational Leader outlines that this is still going to be further extended as they have planned in the upcoming vacation care program a space where children can use recycled boxes and other items to create a 'Minecraft' village.

REF: #19495

3:34 PM, 3 Dec, 2025

Sighted

Discussed

The Educational Leader explains that responsive teaching and scaffolding is encouraged through planned activities as well as opportunities for children to have input into the program. They outline that they use prompts and visual cues to encourage children's input through a suggestion board. They outline that the scaffolding component of adding visual cues and prompts supports the child's agency as well as access to written language.

Sample documentation provided includes a number of examples of visual cues that the Educational Leader explains are set up beside activities to provide a guide or place to start for children. They outline some children love this and others just start doing their own thing.

Element 1.2.3 Child directed learning

REF: #10251

6:58 AM, 3 Dec, 2025

Sighted

Discussed

The philosophy states, 'The children at Kids Club are encouraged to explore, investigate and fulfil their natural curiosity within their environment and within their community'.

The Educational Leader outlines that educators support children’s agency through always listening to them and trying to implement as many of their ideas as possible. They add that they do consider the parents in decision making as well as they look at how the financial burden of some activities such as excursions may affect families, so try to plan around that but still make it as fun and engaging as possible.

REF: #19981 3:37 PM, 3 Dec, 2025	Observed
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At the time of the visit, a Christmas craft activity has been set up, and a number of items have been put on the table such as circle shapes, collage materials, glue and paint. Children approach the table, and the Educational Leader invites them to do a craft. Some children choose to do the craft using collage items and one child paints a piece of paper with brown paint. The Educational Leader talks to all children about what they are doing or using. After a period of time, the Educational Leader leaves this table activity, and another educator moves to the table. This educator then supports the activity and children as they engage with it.

REF: #20026 3:38 PM, 3 Dec, 2025	Observed	Discussed
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As children arrive for the afternoon session. They sit on a verandah, while a roll call and head count is conducted. Once this is completed, they are in looted into the hall where a number of table and floor activities have been set up. The Nominated Supervisor explains that afternoon tea will be available for children for an extended period of time so that they can choose when they want to eat. They outline some children just want to play when they first come in and others want to eat, so they leave the afternoon tea table set up so they can eat when they want to.

At the time of the visit the afternoon tea is available to children over a period of time and before it is packed away an educator moves around the room asking children if they want any more to eat. One child explains they are very hungry and has 3 helpings of fruit, vegetables, cheese and biscuits.

Standard 1.3 Assessment and planning

Element 1.3.1 Assessment and planning cycle

REF: #11029 7:13 AM, 3 Dec, 2025	Sighted
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The QIP states, ‘From interactions with children educators can provide feedback on the week as a whole through weekly reflections, provide detailed observations on activities, behaviour management plans and individual children’.

Sample documentation provided includes an observation for an individual child that states, 'During free play, student W expressed a keen interest in hairdressing, spending time braiding dolls' hair, discussing different hairstyles with peers, and pretending to run her own salon in the home corner. Educators noticed her enthusiasm and began asking open-ended questions such as, "What style are you doing today?" and

"What tools do you need for your salon?" These observations and interactions sparked the development of a group hairdressing activity, where W took the lead and other children were invited to participate in washing, brushing, styling, and even designing hairstyle menus.

Literacy and Numeracy Links:

This child-led activity provided authentic opportunities for literacy development. Children engaged in conversation, role-played customer and stylist interactions, and created signage and appointment books. They wrote hairstyle names, appointment times, and instructions, building vocabulary and print awareness. Numeracy skills were developed as children explored concepts like time (scheduling appointments), sequencing (steps to complete a style), counting hair clips or accessories, and categorizing hairstyles based on hair type or length. Willow particularly enjoyed assigning prices to styles, introducing addition and money handling into play.

My Time, Our Place Framework- This experience aligns strongly with Outcome 4: Children are confident and involved learners, particularly as Willow used inquiry and creativity to drive the activity forward.

They demonstrated the ability to transfer and adapt learning from one context to another and showed leadership in guiding peers through role-play scenarios.

It also supports Outcome 5: Children are effective communicators as children shared ideas, expressed themselves through writing and drawing, and engaged in meaningful conversations during the activity.

National Quality Standards Links:

QA1: Educational Program and Practice -Educators responded to W's interests by co-constructing a relevant and engaging learning experience. The activity was spontaneous yet intentional, promoting rich learning across multiple domains.

QA5: Relationships with Children - Educators demonstrated respect for W's voice, allowing her to lead and shape the experience, building strong relationships through trust and shared decision-making'.

REF: #13250 7:55 AM, 3 Dec, 2025	Sighted
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The QIP states, 'Educators regularly reflect on their observations and experiences to improve outcomes. For example, if children show strong interest in role play, educators may extend this by creating an activity that excites their interest and builds literacy and numeracy. This is evident in the W hair salon reflection'.

Sample documentation provided includes a reflection that states, 'Several children gathered in the home corner and began pretending to style dolls' hair, calling the area a 'Hair Salon'. They offered services to peers and took turns brushing hair but needed reminders not to pull or misuse the accessories.

Analysis - Hairdressing role play supports imaginative expression, social confidence, literacy (through creating menus or appointment books), and numeracy (pricing services). It also teaches respect, turn-taking, and creativity. Safety reminders indicated the need for intentional resourcing.

Planning - Set up a designated 'Hair Salon' with safe props: hairbrushes, combs, hair ties, hairdressing capes, pretend mirrors, spray bottles with water, and clipboards for appointment bookings. Posters showing hairstyles will support inspiration and literacy development.

Implementation - Educators introduce the salon station and model respectful salon language (e.g., 'Would you like your hair styled today?'). Children are invited to take on different roles (hairdresser, client, receptionist). Appointment books are provided for turn-taking and literacy practice.

Reflection/Evaluation - Children engaged deeply in role play, showing pride in their creations and practising social skills. The appointment system extended literacy skills. A few children began writing "price lists." Extension idea: invite a local hairdresser to visit, discuss their tools, and demonstrate simple safe techniques.

MTOP Links:

- Outcome 1: Confident self-identities through creative expression.
- Outcome 2: Respect and fairness by taking turns and sharing roles.
- Outcome 4: Confident and involved learners through problem-solving.
- Outcome 5: Effective communicators through expressive role play and literacy tasks.

NQS Links:

- QA1: Program scaffolds imaginative play.
- QA3: Safe and inviting resources provided'.

REF: #12808 7:46 AM, 3 Dec, 2025	Observed	Sighted
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The QIP states, 'Educators regularly reflect on their experiences, questioning what worked and what could be improved, this is discussed in our meetings and daily conversations. For example, if children are disengaged during an activity, educators might reflect and adjust it to better suit their interests to promote engagement. An example of this is children who didn't enjoy painting with brushes enjoyed finger painting as educators understood that these children enjoyed messy play'.

At the time of the visit educators talk about the activities being set up and during a Christmas craft activity and educator accesses additional resources from a trolley based on what children are using or request.

REF: #11711 7:21 AM, 3 Dec, 2025	Observed	Sighted	Discussed
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The QIP states, 'Educators actively observe and reflect on children's participation, using documentation to create meaningful and responsive activities'.

At the time of the visit an educator takes photos of children and the Educational Leader writes notes that they explain are observations of children and will be used for the reflection board or experience book to show families what has been happening during the week.

REF: #13326	Sighted	Discussed
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7:57 AM, 3 Dec, 2025

The QIP states, 'If a child is disengaged from group play, educators reflect and plan more individualised activities based on their interests, gradually encouraging social interaction. This ongoing cycle of observation, reflection, and planning ensures learning is responsive and meaningful, and promotes engagement of students'.

The Nominated Supervisor and Educational Leader outline that each educator is involved in planning, and this occurs mostly through discussion. They explain that after a recent training that they attended they have adopted a sticky note system, where they will all carry sticky notes and if they identify something they want to remember or bring up to the team, they will note it on their sticky note and then discuss these at the Monday meeting. They outline that items often include activity ideas or observations of how children have interacted with the space. These conversations then inform future planning, observations or reflections.

REF: #20196

3:38 PM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Regular reflection sessions led by the Educational Leader explore programming practices and the integration of the My Time Our Place Framework, with adjustments made to strengthen pedagogy and child outcomes'.

The Educational Leader outlines that they support educators to understand the assessment and planning cycle through ongoing conversations and encouragement to be involved in thinking about activities.

Sample documentation provided includes staff meeting minutes that identify an agenda discussion regarding staff development. The minutes from this discussion states:

- Show S how to complete observations and link them to MTOP.
- Delegate documentation tasks to S as appropriate.
- Senior staff to ensure documentation accuracy and consistency.
- Staff to continue encouraging children to take photos in the afternoons.
- Staff must also take more purposeful photos to support observations and reflections.
- Once enrolled, M will teach S how to complete observations and reflections'.

Element 1.3.2 Critical reflection

REF: #21684

8:24 AM, 5 Dec, 2025

Sighted

Discussed

Sample documentation provided includes a critical reflection that outlines support provided to a child. The Nominated Supervisor explains this came about through a collaborative approach with the child's parent and the child's school teacher. The reflection states, 'Critical Reflection - Supporting H through external collaboration. Recently, educators held a meeting with H's classroom teacher and support

teacher to discuss ongoing behavioural challenges observed both at school and OSHC. This external collaboration offered valuable insights into H's learning needs, regulation strategies, triggers, and support approaches already being used in the school environment. Using this external information as a catalyst, the OSHC team adjusted our practice to better support H's emotional development, behaviour, and engagement in learning opportunities.

Reason for Change - Prior to the meeting, educators noticed patterns in H's behaviour including difficulty with transitions, impulse control challenges, frustration with routine changes, and escalation during high-energy play. The collaboration helped us understand these behaviours in context and highlighted strategies that could support consistent expectations across both environments.

Positive Changes Observed:

1. Improved Behaviour Regulation. H has shown quicker emotional recovery, more willingness to use regulation strategies, and improved ability to pause before reacting.
2. Stronger Relationships. Educators now communicate with H using predictable, consistent strategies that strengthen trust and connection.
3. Clearer Expectations. Visual cues, structured choices, and predictable routines recommended by the school team reduced confusion and increased security.
4. More Successful Engagement. H is engaging longer in activities, with fewer behavioural disruptions and increased confidence.

Negative Changes Observed:

1. Adjustment Period - H initially tested limits, resisted new supports, and expressed frustration.
2. Increased Educator Support Needed. Educators provided more 1:1 guidance while H adapted to the new expectations.
3. Emotional Reactions. H occasionally showed heightened responses when routines or peer actions changed unexpectedly.

Impact on H - Positive Effects:

- Greater confidence due to predictable routines.
- Improved regulation using consistent strategies.
- Stronger educator relationships.
- Better peer interactions.
- Increased ability to re-engage after emotional moments.

Negative Effects:

- Initial frustration with new boundaries.
- Difficulty with unexpected changes.
- Heightened emotions during adjustment.

Impact on Educators:

- Clearer understanding of H's needs.
- Shared language and strategies with the school team.
- Increased confidence in behaviour support.
- Reduced stress due to proactive approaches.
- Stronger teamwork and reflective practice.

Theorist Links:

Vygotsky - Educators acted as co-regulators, scaffolding Harrison's emotional control.
 Bandura-Consistent modelling supports positive behaviour learning.
 Maslow - Predictability and strong relationships meet safety and belonging needs first.
 Bronfenbrenner - Collaboration reflects mesosystem interactions supporting whole-child development'.
 NQS links were also listed.

REF: #11282 7:15 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Utilising the planning cycle for assessment in conjunction with a reflective approach facilitates comprehensive analysis and planning for a child's learning and development'.

The Educational Leader outlines that they support educators understanding of the planning cycle through ongoing discussion and role modelling. They outline that when they are reflecting on practice that they will involve all educators to identify if anyone has been negatively impacted by an experience or practice.

Sample documentation provided includes a critical reflection titled, 'Pause on Soccer' that has a section titled, 'Impact on educators' that states:

- 'Greater control of the outdoor space.
- Reduced stress from conflict resolution.
- More opportunities to teach emotional and social skills; and
- Stronger team collaboration to plan safe reintroduction strategies'.

REF: #12013 7:28 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Standard 1.1 of the National Quality Standard is demonstrated through continuous critical reflection, allowing educators to assess and enhance curriculum decisions to best support children's learning and development'.

The Educational Leader outlines that they support critically reflective practice through ongoing discussions and collaboration.

REF: #11345 7:16 AM, 3 Dec, 2025	Sighted
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The QIP states, 'Engaging in critical and weekly reflections, both individually and as a group, enhances effective programming and its implementation'.

Sample documentation provided includes a critical reflection titled, 'Critical Reflection - Change in Afternoon Tea Method after our Be You meeting. Our decision to revise the afternoon tea routine emerged after ongoing internal observations and a professional discussion with

other OSHC centres. Their successful model of a staggered, child-led approach prompted us to reassess our own practices and consider how we could better support supervision, wellbeing, flow, and children's autonomy.

Positive Impacts of the Change

- Improved Child Autonomy & Wellbeing. Children now choose when they are ready to eat rather than feeling rushed or forced into a line immediately after arriving. This has been particularly positive for children who take medication that suppresses their appetite. Previously, these children often felt pressured to eat straight away, which created stress and sometimes led to conflict. Now, they can regulate their own needs—choosing to play first, settle emotionally, and return to the food table when they feel ready, supporting both wellbeing and dignity.

- Calmer Transitions. The removal of long lines has reduced noise, congestion, and behavioural escalations.

Children arrive from school and move into the space more smoothly, contributing to a more relaxed atmosphere.

- Better Supervision & Role Clarity. Educators now have defined roles (serving, supervising, transition support), resulting in improved safety, consistent hygiene practices, and more meaningful educator-child interactions.

Because children can come and go at staggered times, afternoon tea feels more equitable and less rushed.

- Negative Impacts & Challenges Noticed -

1. Children forgetting to eat or delaying too long.

2. Some children—especially highly energetic or social ones—become absorbed in play and forget to come for afternoon tea. Educators now provide gentle reminders, but this remains an area to monitor.

3. Increased Movement Between Areas. With children coming to eat at different times, educators have needed to refine supervision across multiple zones to maintain visibility and safety.

4. More Set-Up & Monitoring Required. The flexible approach requires more active educator oversight, ongoing replenishment of food, and more coordination during high-traffic periods.

Impact on Children:

Positive Effects

- Children taking appetite-suppressing medication now have control over when they eat, reducing anxiety and supporting respectful practice.
- Children feel less rushed and more in control of their afternoon routine.
- Reduced congestion has contributed to safer, calmer, and more enjoyable transitions.
- Social interactions have improved as children eat in smaller groups rather than a large crowd.
- Engagement in play is more immediate, supporting emotional release after a structured school day.

Negative Effects

- A small number of children may prioritise play so highly that they miss the eating window unless reminded.
- Some children initially struggled with the lack of a set routine and needed visual prompts and verbal guidance.

Why This Change Matters

This reflective process shows the importance of using external professional networks as catalysts for improvement. The insights from other centres gave us the confidence to trial a more flexible and child-centred approach—one that better reflects our philosophy and NQS expectations.

Educator Input - J, E and K

J observed that children were becoming overwhelmed during the previous afternoon tea routine due to long lines and noise levels. They identified that several children on medication were showing signs of distress when encouraged to eat immediately after arriving. Jasmine strongly supported a more flexible system that respected children's individual needs and rhythms.

E noticed that congestion during afternoon tea made supervision challenging. They suggested trialling a staggered approach to allow educators to better monitor movement and ensure calmer transitions. E believed that the change could create more meaningful interactions and reduce behavioural escalations caused by waiting and crowding.

K emphasised the importance of promoting children's autonomy and choice. They recognised that many children prefer to release energy or settle emotionally before eating, especially those affected by appetite-suppressing medications. K advocated for aligning afternoon tea routines with our service philosophy and NQS expectations, ensuring that wellbeing, agency and respect remain central'.

Next steps and links to key theorists such as Maslow, Vygotsky and Bronfenbrenner as well as the National Quality Standards were then listed.

Element 1.3.3 Information for families

REF: #11442 7:17 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'When observing a child, parents and families are kept informed about discussions, interests, and progress related to the selected topic'.

The Nominated Supervisor explains this is done through the experience books, Facebook posts and the reflection board.

At the time of the visit, these practices are in place.

REF: #14313 8:33 AM, 3 Dec, 2025	Observed	Discussed
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The Nominated Supervisor outlines that educators share information with families on drop off or pick up about their children's learning and development.

At the time of the visit, as families arrive to collect or drop off their children, some stay for extended periods of time to talk about what their child has done or how they are going to be involved in the Christmas celebration later that night.

REF: #11157 7:14 AM, 3 Dec, 2025	Sighted
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The QIP states, 'By being responsive to observations from intentional teaching it allows for accurate and detailed scaffolding of learning. An example of this is shown through the weekly observations that are printed and stuck onto our photo wall each week for parents and children to observe'.

At the time of the visit this photo wall was in place and included an observation that states, 'This week at Kids Club Dalby OSHC offered a deeply engaging mix of creative, active, social, and cognitive experiences. Indoors, children explored arts and crafts, free drawing, construction, roleplay scenes, and problem-solving challenges. Craft tables saw children designing cards, posters, and themed artworks using collage, markers, and paint. Building areas were filled with collaborative projects using blocks, magnetic tiles, and recycled materials. Children communicated ideas, delegated roles, and displayed impressive persistence as they refined their designs. Outdoors, children engaged in soccer games, playground adventures, obstacle courses, and team-based running games that strengthened coordination, teamwork, and resilience. Children also responded well to cognitive challenges including riddles, brain teasers, memory games, and logic puzzles. These activities drew mixed-age groups together and encouraged rich discussion, reasoning, and shared excitement when solutions were discovered. Social interactions were strong throughout the week as children navigated play invitations, negotiated rules, supported younger peers, and demonstrated leadership in both indoor and outdoor environments.

Reflection - This week demonstrated strong alignment with multiple theorists including Vygotsky, Gardner, Dewey, and Bronfenbrenner. Children engaged socially, expressed multiple intelligences, learned through hands-on experiences, and responded meaningfully to educator-designed environments, Educators supported children through modelling, scaffolding communication, prompting deeper thinking, and ensuring each child felt seen, heard, and valued. These approaches strengthened children's sense of identity, belonging, capability, and agency. MTOP outcomes 1–5 were visible as children built confidence, collaborated respectfully, engaged in active well-being practices, explored problem-solving challenges, and expressed creative creativity across multiple mediums. NQS alignment was found across Quality Area (QA) 1, QA 2, QA 3, QA 5, and QA 6 through intentional planning, safety and well-being practices, stimulating environments, strong relationships, and family, inclusive decision-making. The week supported cognitive growth, emotional regulation, creativity, social connection, and holistic child development'.

Quality Area 2

Standard 2.1 Health

Element 2.1.2 Health practices and procedures

REF: #14718 8:38 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Children are supported in developing independence in managing their own health needs. Our service collaborates with families to maintain up-to-date health information and supports children with individual health or medical requirements in a safe and inclusive way'.

The Nominated Supervisor outlines that this happens through, regular review and ongoing conversations. They outline how a child has just started medication at the service and they have been working closely with their parent and the child's teacher to identify and change strategies as the child adjusts to the medication.

REF: #14640 8:37 AM, 3 Dec, 2025	Observed	Sighted	Discussed
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The QIP states, 'Children are encouraged to take an active role in personal hygiene'.

The Nominated Supervisor outlines the process for transition into the service and explains children wash their hands and then can access afternoon tea over a period of time. At the time of the visit as children arrive, they ask if they can have afternoon tea. All educators ask children if they have washed their hands and if unsure request they go back and do it again before eating.

REF: #14449 8:34 AM, 3 Dec, 2025	Observed	Sighted
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The QIP states, 'At our service, we prioritise children's health and wellbeing through consistent, effective health practices. Educators model and promote hygiene practices such as regular handwashing, appropriate sneezing and coughing etiquette, and the safe handling of food. We maintain routines for cleaning, sanitising, and disinfecting surfaces and equipment to minimise the spread of illness'.

At the time of the visit afternoon tea is being prepared in a commercial kitchen at one end of the hall. Educators preparing the food use gloves and colour coded chopping boards. There is signage in the kitchen to identify what the colour coding indicates and educators use the correct one. Before the afternoon tea is served to children the tables are set up and wiped down, with a cleaning solution and cloths. After the meal has been packed away educators again wipe down tables and sweep the floor.

REF: #14547 8:36 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Procedures for managing allergies, administering medication, and responding to infectious diseases are well-communicated, regularly reviewed, and embedded in daily operations'.

The Nominated Supervisor outlines that when a child is enrolled with a medical condition that they ask for the medical plans to be completed and signed by the child's doctor. They then meet with the parents and then educators to ensure everyone is on the same page and if required will liaise with the school to identify any needs or strategies to put in place to support the child.

At the time of the visit medical condition documentation was provided this information included medical management plan risk minimisation plan and communication plan for the child with the medical diagnosed condition. The Nominated Supervisor advises that all

medications are kept in the lockbox and at the time of the visit the medication cited were in date correctly labelled and stored appropriately.

REF: #13610

8:02 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Element 2.1.2 is evident in the service's commitment to each child's comfort and individual health needs, such as the regulation and reflection corner for emotional wellbeing which has a visual aid for ways to self-regulate and providing personalised support for children with additional needs'.

At the time of the visit educators talk this reflection corner is in place and includes soft mat, puzzles, books, fidget toys and a pebble game that the Nominated Supervisor outlines a number of the children are really interested in at the moment. During sessions children move in and out of this space engaging in individual or small group activities such as the pebble game.

Standard 2.2 Safety

Element 2.2.1 Supervision

REF: #20241

3:41 PM, 3 Dec, 2025

Observed

At the time of the visit, educators position themselves around the hall at the afternoon tea table, art tables or float around other areas such as where children are playing basketball. When the group of children move into a room, due to the hall being used by a community Taekwondo group an educator remains in the hall supervising children that are getting a drink of water or accessing the bathroom, until all children have moved into the room.

REF: #13837

8:07 AM, 3 Dec, 2025

Observed

Sighted

Discussed

The QIP outlines that clear supervision strategies are in place. The Nominated Supervisor explains that these strategies include, no adults in the bathrooms and when children are accessing the bathroom, educators stand at the main door so that they can hear what is happening and can support children if needed. At the time of the visit there is a sign on the bathroom door that states, 'No Adults in the bathroom areas'.

During sessions, the strategies discussed are in place.

REF: #14812

Sighted

8:39 AM, 3 Dec, 2025

The QIP states, 'Educators consistently implement daily practices that promote a safe and secure environment, including active supervision, regular risk assessments, and prompt response to hazards. All staff are trained in child protection, first aid, and emergency procedures, ensuring confidence and consistency in their roles'.

Sample documentation provided includes risk assessments for transportation, excursions and indoor and outdoor environments and equipment use. The risk assessments identify any real or potential risks, risk mitigation strategies, who will be responsible for any actions and have been signed off by the Nominated Supervisor and educators.

REF: #13755

8:06 AM, 3 Dec, 2025

Observed

Sighted

The QIP states, 'All educators are active on the floor which ensures the safety of all the children through active supervision. Our hall is great, as it's one big area that has clear visibility for all areas ensuring educators know where children are all the time both indoor and outdoor'.

At the time of the visit, children access a large hall that has a bathroom area at one end and drink bubblers just outside a door, in a foyer space. During the visit, children ask educators if they can go to the bathroom or get a drink of water and that educator will move with the child to a location where they can observe or hear them.

REF: #15163

8:46 AM, 3 Dec, 2025

Sighted

The QIP states, 'At Kids Club, we prioritise child safety through ongoing critical reflection. Educators regularly review incidents, supervision strategies, and risk assessments to improve practices. Team discussions and documentation help us adapt quickly and ensure our procedures stay current and effective'.

Sample documentation provided includes the services 'Safe arrivals and departures' procedure that states, 'We recognise the critical nature of transition times - especially the routines around arrivals and departures of children -as a key aspect of safety and protection. We are committed to implementing comprehensive practices that ensure every child's safety, security, and wellbeing is maintained by Kids Club Dalby. The purpose of this policy is to set out the specific practice to ensure children's travel is safe, organised, and coordinated, especially when transitioning moving between classrooms (school) and Kids Club Dalby.

This policy serves as a framework for staff, parents, and authorised nominees to foster collaboration and clear communication. It encompasses the procedures for-

- Communicating children's anticipated attendance,
- Accurately recording children's attendance (signing in and out),
- Verifying the identity of persons collecting children,
- Managing individual arrivals and departures (extra-curricular activities etc), and

- Managing incidents or emergencies relating to children's movements or whereabouts.

Our procedures and practices to ensure the safe arrival and departures of children are meticulously developed via a risk-assessment approach to establish clear guidelines, responsibilities, and protocols to manage transition periods effectively, minimising the risk of any child-

- being unaccounted for,
- left unsupervised, or
- collected by an unauthorised person'.

REF: #21454

4:56 PM, 4 Dec, 2025

Observed

As educators move from locations to support groups of children or engage in group games, other educators move to where they were located. At one time an educator needs to leave the hall, and they communicate with the Educational Leader who then moves to position themselves in the middle of the hall, until the educator returns a few moments later.

Element 2.2.2 Incident and emergency management

REF: #14030

8:26 AM, 3 Dec, 2025

Sighted

Discussed

The emergency situations risk assessment provided includes service specific information regarding potential emergency situations and details relevant strategies and risk minimisation actions for each scenario. The risk assessment uses a risk matrix to determine the rating of the risk and identifies who will be responsible for any actions or follow up. The Nominated Supervisor outlines that plans to effectively manage incidents and emergencies are developed in consultation with the school. They add that the fire equipment is checked by an external company and on the day of the visit this check occurred. Fire equipment tags indicate that they are checked every 6 months.

REF: #14112

8:29 AM, 3 Dec, 2025

Sighted

Discussed

At the time of the visit, the evacuation plans are on display near each identified exit and identify the primary and secondary exit routes. The plans also include the process to follow in the event of an emergency and this is noted as, An educator outlines the process that the service follows in the event of a lockdown and explains that they take the emergency kit with them for both types of drill. The emergency bag is located in the office and contains items such as water, family contact information, children's medical information and a small first aid kit.

REF: #13981

8:08 AM, 3 Dec, 2025

Sighted

The QIP states, 'Element 2.2.2 is supported through well-practised emergency procedures, accessible first aid kits, staff have up to date first aid and CPR training to ensure that incidents and accidents are calming and effectively responded to'.

Sample documentation provided includes the services last 6 months' worth of emergency drills that include drills for both lockdown and evacuation that have been practiced in line with the 90 legislated requirements. Drills include information regarding the number of children and adults involved, the type of drill conducted and any follow up actions or evaluations of the drill. One example provided states, 'The Nominated Supervisor explains that after their last Department spot check their drill record system was breached and so they have now developed a new template that incorporates the number of children and adults involved in the drill, the type of drill; a checklist of procedures followed; observations and comments and follow up actions or improvements needed'.

REF: #21512

5:30 PM, 4 Dec, 2025

Sighted

There is a red folder locate in the office that contains drill records, risk assessment for emergency situations, the fire evacuation and lockdown policy as well as a counter disaster plan.

Element 2.2.3 Child protection

REF: #21962

12:49 PM, 5 Dec, 2025

Sighted

Discussed

The Nominated Supervisor outlines that due to recent legislation changes the Approved Provider had reviewed service policies and procedures and provided training to all educators so that they were aware of the changes and what their obligations and responsibilities were going to be under the changes. They add, they also developed a number of signs that at the time of the visit are in place and shared information with families regarding gate changes and any new practices.

Sample documentation provided includes a number of policies that identify they were review in August 2025 such as, 'Child Protection and Mandatory Reporting' and 'Safe Online Environments for Children'.

These policies meet the Legislated requirements.

Staffing information was also provided, including updated child protection qualifications for all educators on site, including for Responsible Persons that also met Legislated requirements.

REF: #15077

8:45 AM, 3 Dec, 2025

Sighted

The QIP states, Children are supported to develop awareness of safe behaviours through guided learning and role-modelling’. Sample documentation provided includes an observation from a recent police incursion that states, ‘The recent visit from the Queensland Police to Kids Club Dalby provided a rich, meaningful learning experience that engaged children in conversations about safety, community roles, and respectful relationships. The officers introduced themselves warmly and spent time explaining their role in the community, sharing information about staying safe, and showcasing various tools and equipment, including a tour of the police vehicle and its technology. Children were encouraged to ask questions, interact with the officers, and explore how police support and protect the community.

This experience directly supports My Time, Our Place Outcome 2: Children are connected with and contribute to their world, by strengthening children's awareness of community roles and responsibilities. It provided children with the opportunity to build respect for authority figures, understand their purpose, and begin to see themselves as active participants in a broader community. The interaction encouraged the development of social responsibility and contributed to children's sense of belonging.

The visit also supported Outcome 5: Children are effective communicators, as children engaged in thoughtful conversations, expressed curiosity, and reflected on their understanding of safety, rules, and fairness. This aligns with our program's aim to build confident communicators through real-world, experiential learning.

From a quality assurance perspective, the visit clearly aligns with National Quality Standard Quality Area 6 - Collaborative Partnerships with Families and Communities. By building connections with local police, the service demonstrated how engaging external professionals can enrich the learning program and support a child's broader development. The presence of uniformed officers in a positive, non-emergency context also supported children in forming trust, familiarity, and comfort with those who serve to protect them.

The visit also enhanced Quality Area 1 - Educational Program and Practice, by providing a hands-on, community-based learning experience that was responsive to children's interests and questions. The experience was intentionally planned to build on the children's ongoing exploration of community helpers, justice, and safety, making it a relevant and contextual part of their learning journey.

Additionally, the experience reflected Quality Area 5 - Relationships with Children, with respectful, caring, and reciprocal interactions taking place throughout the visit. The police officers and educators created a space where children felt safe to share their thoughts, ask questions, and engage with confidence’.

REF: #14218 8:32 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, ‘Element 2.2.3 is embedded through educators' understanding of their mandatory obligations and the creation of a culture where children feel heard, respected, and protected. This creates a nurturing environment where students feel safe and supported to increase their confidence’.

An educator outlines that if they were to suspect a child was at risk of neglect or abuse that they would report it to the Nominated Supervisor and let them know what they had seen and note down what they had identified. The Nominated Supervisor adds, they would then follow the procedure and report through the appropriate channels. They further add that all educators are aware of their responsibilities in regard to mandatory reporting and know how to access the portal to complete a mandatory report if and when required.

REF: #14966

8:43 AM, 3 Dec, 2025

Observed

Sighted

The QIP states, 'Communication with families is ongoing, with safety updates shared through conversations, displays, and written communication'.

Sample documentation provided includes a Facebook post sent to families that states, 'Afternoon everyone. We have created a new policy for the safety of the children and our staff. All staff's private mobile devices are locked away in their staff locker prior to the beginning of the shift. Management are the only staff members who have their private devices on them. All photos of the children are on the centres phones only and are only uploaded to this closed group. A new fresh media/device form will be given to you in the near future for you to acknowledge our policy on this. Please read our new policy so that you are aware of the rules around this issue. If you have any concerns, please do not hesitate to contact us anytime'.

At the time of the visit, laminated cards were on each educator's locker reminding them to make sure to put the mobile devices away, throughout the visit, no personal mobile devices were used by educators.

Quality Area 3

Standard 3.2 Use

Element 3.2.2 Resources support play-based learning

REF: #11586

7:18 AM, 3 Dec, 2025

Observed

Sighted

Discussed

The Nominated Supervisor opens a large roller door and explains this is where they keep their resources, as well as in the office/small rooms that children access during vacation care or at the end of the day. Inside the storage room are shelves filled with resources such as puzzles, construction items, role play items, balls and mats. The Educational Leader sets up an art and craft activity in anticipation of the children's arrival and access art and craft materials from a rolling trolley.

The Nominated Supervisor outlines that families often bring in resources for the children such as board games or recycled items that they implement into the program.

Sample documentation provided includes a learning story that shows photos of children blowing up balloons and states, 'Today, parent S kindly brought in a bundle of colourful balloons for the children to enjoy during their afternoon at Kids Club. The children were instantly drawn to the bright balloons, creating their own imaginative games together. Laughter filled the room as they shared, chased, and balanced the balloons in friendly play. The experience encouraged cooperation, communication, and physical activity while spreading genuine joy among the group.'

Reflection - S's thoughtful gesture perfectly captured the spirit of community at Kids Club Dalby. Their willingness to provide something fun for all the children, at no cost and purely out of love, demonstrated the strong partnerships we continue to build with our families. This small act of kindness fostered connection, gratitude, and happiness, reinforcing the importance of collaborative relationships between families and educators (NQS QA6 - Collaborative Partnerships with Families and Communities). The children's excitement and appreciation reflected the positive impact of community engagement within our service'.

REF: #15991 10:29 AM, 3 Dec, 2025	Observed	Sighted	Discussed
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The QIP states, 'Educators ensure that materials are culturally inclusive, developmentally appropriate, and accessible to all children'. The Nominated Supervisor explains that the decision regarding what resources to purchase is made through discussions with educators and children. They outline that they have a great relationship with the owners and that they very rarely deny a request for resources. At the time of the visit, the Nominated Supervisor has made up child surveys that are on the drawing table. Two children fill these in and return them at the end of the session. One child has written that they would like loom bands. The Nominated Supervisor says to the Educational Leader, 'Have you told them we have loom bands for the holidays yet?'

REF: #15847 10:28 AM, 3 Dec, 2025	Observed	Sighted
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The QIP states, 'The environment is consistently used as a 'third teacher'. Educators thoughtfully plan experiences that utilise both indoor and outdoor spaces to support curiosity and creativity. Children are encouraged to move freely between areas, making choices that support autonomy and self-expression'. At the time of the visit children access resources such as basket and handballs to engage in group games, art and craft activities, construction items, a home corner area that incorporates dolls and a doll house, that the Nominated Supervisor explains has been set up for a particular child, as that is what they have identified they really like to do. During the session, a number of children access this space and engage in role play games.

Element 3.2.3 Environmentally responsible

REF: #16186 10:31 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Families contribute materials for arts, crafts, and sustainability projects, reinforcing a community-driven approach. The gardening and composting initiatives have grown from family and child suggestions, and local experts have been invited to teach about sustainability and environmental care'.

The Nominated Supervisor outlines that the children have access to incursions and excursions to support sustainability and care for the environment.

Sample documentation provided includes a learning story that shows photos of children involved in a petting zoo experience that states, 'The farm animal petting zoo provided an enchanting experience for children and adults alike, fostering a delightful atmosphere filled with the infectious sounds of laughter and the occasional bleat or cluck of the animals. Nestled within a spacious enclosure, the outing allowed ample room for both the animals and the children to move around comfortably, creating a sense of freedom and exploration. Safety was clearly a top priority, sturdy fencing surrounding the enclosure, ensuring that accidental contact between the animals and the eager visitors was prevented. Throughout the experience, attentive staff members were strategically positioned around the enclosure, offering supervision and assistance to ensure the safety and well-being of both the children and the

Engagement between the children and the animals was palpable, with young visitors eagerly reaching out to touch and interact with the farm animals. From feeding gentle sheep, each interaction sparked curiosity and wonder among the children, who were fascinated by the opportunity to get up close and personal with these friendly creatures. Under the watchful guidance of staff members, children were encouraged to feed the animals, learning about proper feeding techniques and the importance of gentle handling.

The petting zoo served as an invaluable educational resource, offering children the opportunity to learn about different farm animal species and their unique characteristics. Through hands-on interaction and engaging conversations with knowledgeable staff members, children gained insight into the behaviours, habitats, and care needs of the animals, fostering a deeper appreciation for the natural world. As they petted, fed, and observed the animals, children were not only entertained but also empowered to become stewards of the environment, understanding the importance of compassion, respect, and responsibility towards all living creatures.

In conclusion, the farm animal petting zoo provided a memorable and enriching experience for visitors of all ages, combining safety, engagement, and educational value in a vibrant and interactive setting. By fostering curiosity, empathy, and a sense of wonder, the petting zoo encouraged children to explore the natural world with awe and reverence, leaving a lasting impression that extends far beyond the confines of the enclosure'.

REF: #15738 10:26 AM, 3 Dec, 2025	Observed	Discussed
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The Nominated Supervisor explains that children are encouraged at school as well as throughout the program about the importance of being sustainable and caring for their environments. They outline that some of the ways they encourage children to be sustainable at the service are to utilise recycled materials for construction play and if they have only drawn a little bit on a piece of paper and do not want to take the drawing home, that they can put the paper back in the bottom draw and someone else can use it to make paper planes etc. At the time of the visit a number of children access the bottom draw to get out recycled paper and make paper planes that they fly around the room.

REF: #15692 8:59 AM, 3 Dec, 2025	Sighted
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The QIP states, 'The service promotes sustainable practices, such as recycling, water conservation, and gardening, which are embedded into daily routines and supported by educator Tom's gardening program'.

Sample documentation provided includes learning stories that show children engaged in gardening activities. One example states, 'Outcome 1: Children have a strong sense of identity - Gardening provides children with opportunities to explore their interests, preferences, and connections to nature. As they plant, nurture, and care for plants, children develop a sense of responsibility and ownership over their garden, contributing to their sense of identity.

Outcome 2: Children are connected with and contribute to their world- Gardening connects children with the natural world, fostering an appreciation for the environment and the interconnectedness of living things. Through gardening, children learn about plant life cycles, ecosystems, and the importance of biodiversity, contributing to their understanding of their place in the world.

Outcome 3: Children have a strong sense of wellbeing - Engaging in gardening activities promotes physical activity, outdoor exploration, and exposure to fresh air and sunlight, contributing to children's physical health and wellbeing. Gardening also offers therapeutic benefits, such as stress reduction, relaxation, and sensory stimulation, promoting emotional and mental wellbeing.

Outcome 4: Children are confident and involved learners - Gardening provides hands-on learning experiences across various domains, including science (plant biology, soil composition), mathematics (measuring, counting), and literacy (reading plant labels, following instructions). Through experimentation and observation, children develop problem-solving skills, critical thinking abilities, and a sense of curiosity and wonder.

Outcome 5: Children are effective communicators - Gardening encourages communication and collaboration as children work together to plan, plant, and maintain their garden. They learn to express their ideas, listen to others, and negotiate solutions to challenges that arise. Gardening also provides opportunities for children to share their knowledge and experiences with others, fostering communication skills and a sense of community'.

REF: #16244 10:32 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP outlines that an 'Eco Leader' program has been launched. The Nominated Supervisor explains this program is to support introducing new environmentally friendly ideas and practices to the children.

Sample documentation provided includes an 'Observation and reflection form that states, 'Today, D demonstrated outstanding eco-leadership by taking initiative to introduce new environmentally friendly ideas and practices to our Kids Club community. D approached educators with the suggestion of implementing a weekly "Emu Parade", where all students help pick up rubbish around our outdoor spaces and participate in simple eco-friendly tasks such as sorting waste, recycling correctly, and caring for the garden.

D confidently explained the environmental benefits of keeping our school grounds clean and reducing waste. They shared their knowledge in a way that was age-appropriate and engaging for the younger children, demonstrating strong communication skills and an impressive understanding of sustainability. During the Emu Parade, D encouraged their peers, modelled responsible behaviours, and guided the younger children on how to correctly identify rubbish, separate recyclables, and care for the natural environment. Their leadership inspired educators and children alike, and their enthusiasm has sparked ongoing conversations about how Kids Club can continue building eco-friendly habits.

Reflection - D is emerging as a positive role model within our service, particularly in the area of environmental sustainability. As a senior student, they demonstrate maturity, responsibility, and a genuine passion for caring for Country and the environment. Her initiative to introduce a weekly Emu Parade shows her ability to identify a need within the service and propose a proactive solution that benefits the whole community. From an educator perspective, it is inspiring to see a student lead sustainable practices and motivate others to participate. D's ability to teach younger children reflects strong interpersonal and communication skills, and her environmental knowledge supports children's understanding of how their choices impact the world around them.

This experience highlights the importance of child agency and the value of recognising students' strengths as leaders. D's eco-leadership aligns with our commitment to embedding sustainable practices, and she provides an exemplary model for how older students can shape our OSHC culture in meaningful ways.

We will continue encouraging D's ideas, giving her opportunities to co-lead sustainability initiatives, and inviting her input on future environmental projects.

Links to MTOP

- Outcome 1.3: Children develop knowledgeable and confident self-identities - Daphne takes on a leadership role and confidently shares her skills.
- Outcome 2.4: Children become socially responsible and show respect for the environment - Daphne leads eco-friendly practices such as Emu Parades and waste sorting.
- Outcome 4.3: Children transfer and adapt what they learn to new situations - Daphne brings her environmental knowledge into OSHC to guide others.
- Outcome 5.1 & 5.2: Children interact effectively and communicate with others - Daphne communicates clearly with younger students and educators when leading activities.

Links to NQS

- QA1 - Educational Program & Practice: Child-led initiatives inform program decisions.
- QA3 - Physical Environment: Strengthening sustainable practices within the environment.
- QA5 - Relationships with Children: Promotes leadership, mentoring opportunities, and positive interactions.
- QA6 - Collaborative Partnerships: Encourages whole-service involvement in sustainability activities.
- QA7 - Governance & Leadership: Supports a culture of continuous improvement and child agency.

Future Opportunities / Next Steps

- Provide D with a formal Eco-Leader badge or role description.
- Invite D to help create sustainability posters or signage for the service.
- Support them in planning monthly eco-challenges (waste-free lunches, recycling drives, gardening projects).
- Encourage D to mentor younger children who show interest in environmental care.
- Document weekly Emu Parades as part of our sustainability program'.

Quality Area 4

Standard 4.2 Professionalism

Element 4.2.1 Professional collaboration

REF: #16306

10:34 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Educators are allocated based on their strengths, qualifications, and relationships with children, ensuring a balanced and supportive team environment'.

The Nominated Supervisor explains that this practice supports educators who have skills in particular areas such as sporting areas or craft activities. They outline that they look at each educator's strengths and as they know each other and what each person's strengths are, they will then naturally gravitate to these areas. They add, with new educators they might suggest areas to extend skills, such as being responsible for the morning teas sessions, or leading a group game.

REF: #16970

10:39 AM, 3 Dec, 2025

Observed

Sighted

The QIP states, 'A strong culture of teamwork, respect, and professionalism is embedded across the service. Educators support one another during busy transitions, share responsibilities, and contribute ideas to enhance program delivery. Staff consistently demonstrate ethical conduct guided by the Code of Conduct and the National Regulations. Team meetings and informal check-ins provide ongoing opportunities for collaboration and mutual support'.

At the time of the visit educators communicate respectfully and genuinely talking about the program, the set-up of the environment and the children. At one time the Nominated Supervisor asks one educator to start prepping the afternoon tea, another educator says, 'I'll come and help you'.

REF: #11959

7:27 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Continuous collaboration among educators promotes ongoing improvement and ensures a consistent approach to supporting each child's holistic development across social, emotional, cognitive, and physical areas'.

The Educational Leader provides an example of reflections that include discussions with educators. One example states, 'Educator Input - J, and K - J observed that children were becoming overwhelmed during the previous afternoon tea routine due to long lines and noise levels. They identified that several children on medication were showing signs of distress when encouraged to eat immediately after arriving. J strongly supported a more flexible system that respected children's individual needs and rhythms'.

REF: #16814

10:39 AM, 3 Dec, 2025

Discussed

The Nominated Supervisor explains that new staff are mentored. This practice involves role modelling and hands on learning to show what was expected and then while this process is happening, they will have meetings to discuss progress and discuss looking at areas to extend skills in. They add that once they have a grasp on the process, they are allocated tasks or responsibilities but that they continue to learn from each other all the time, as they are a close knit group who understands each other's strengths as well as areas they need support in.

Element 4.2.2 Professional standards

REF: #17033

10:42 AM, 3 Dec, 2025

Sighted

The QIP states, 'Regular staff meetings include reflection on team dynamics, communication strategies, and stress management. The service continually refines it's systems for communication-such as daily handovers, messaging boards, and staff reflection books, to ensure all educators are informed and supported. Reflection outcomes are used to adjust procedures and strengthen collaboration'. Sample documentation provided includes staff meeting minutes that show a revision of previous meeting minutes. These state:

- Simon Says has worked well.
- QIP getting there but needs more work.
- Start thinking about ideas for September holidays.
- Check B and E at all times.
- More group discussions with children for programming.
- All Staff to Read Policies and Procedures.
- Check bag hooks on the ground every afternoon.
- Policies to be read.
- Safety checks to be done at all times.
- Facebook messenger for activities ideas is going well; and
- Staff dinner at Country Club was great'.

REF: #17141

10:43 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Open communication with families and community partners ensures educators align their practices with shared values and expectations'.

The Nominated Supervisor explains that professional standards that guide practice include the code of conduct, service policies and procedure, National Law and Regulations, Approved Learning Frameworks and key Theorists. The Educational Leader explains that they use key theorists as a base line to support children's learning. Such as Maslow's hierarchy of needs and they outline this theorist particularly aligns with their own beliefs and that their theory is used to show how they can foster children's basic needs to support and extend their higher needs.

Quality Area 6

Standard 6.1 Supportive relationships with families

Element 6.1.1 Engagement with the service

REF: #18076

3:01 PM, 3 Dec, 2025

Sighted

Discussed

The QIP outlines that family input is sought and valued in policy reviews and the service philosophy and program planning. The Nominated Supervisor outlines that when policies and procedures are reviewed families are encouraged to provide feedback and when changes are made, they let families know through the Facebook page, verbally or through displays at the service.

REF: #12776

7:45 AM, 3 Dec, 2025

Observed

Sighted

Discussed

The QIP states, 'Families are engaged through face-to-face discussions at pick up and drop off times, Facebook posts and photos, and weekly observations on our photo display board, which may influence programming-for instance, starting a gardening project after a parent shares their child's interest. This ensures teaching is purposeful, reflective, and responsive'.

At the time of the visit there is a large display titled, 'Reflection board'. This board has photos, observations and reflections of the week on it.

The Nominated Supervisor outlines the display is put there as this is where parents come to sign their children out and that children will often talk to their parent about what is on the board.

As parents arrive, they look at the board or their children point out photos of themselves. The Nominated Supervisor adds, the children are encouraged to take the photos that are put on the board, and this gives them a sense of belonging and purpose within the program.

REF: #10179

6:57 AM, 3 Dec, 2025

Sighted

Discussed

The philosophy states, 'We aim to ensure that our enrolment and orientation processes meet the unique needs of each child and family'. The Nominated Supervisor explains the enrolment process supports this through having meetings before the children start. They outline that during these meetings they go through an induction, and this is also when they get to know the dynamics of the family. They add, 'Once we have gotten to know them and their needs, we will then allocate one on one time with a particular educator, who we feel will be best suited to the family, to get to know them more'. They explain that through this process they understand families cultural and religious needs and provide an example of how they adapt practices to support the inclusion of all children such as, they have a child who does not get involved in celebrations such as Christmas or birthdays due to their families religious beliefs and so will adjust activities and experiences to ensure they can still be involved but supports the families wishes. They add an additional example of how they have adapted the menu to support a family who attends on a casual basis and do not eat red meat due to their culture and religious beliefs. They outline how they make sure there are alternatives that the child can have or make meals that do not have meat in them, when the child attends.

Element 6.1.2 Parent views are respected

REF: #12434 7:40 AM, 3 Dec, 2025	Sighted
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The QIP states, 'Connections with the community can be seen through C and K (parents who work together at the police station) who have discussed a connection to the community by helping set a police service day for vacation care. This service idea was chosen as B, D and E, all want to be police officer's when they grow up'. Sample documentation provided includes emails between the service and the parent organising the day. One email states, 'Sorry it has taken me so long to get back to you, but I've finally locked in a day with Highway Patrol to visit during school holidays. Would Wednesday 25" September at 2.00pm suit you? At this stage it will be an officer from Highway Patrol coming on his motorbike, but I will also try to tee up another officer in the police pod, so the kids can have a sit on the bike and in the car, and I'll try to get some QPS kids giveaway goody bags together. Let me know if this still suits you'.

REF: #12362 7:36 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Educators gather information about children's interests, strengths, and backgrounds through ongoing communication with families and individual students. This input helps create a relevant, inclusive program that reflects children's identities and promotes a strong sense of belonging. Families are encouraged to contribute ideas, share cultural practices, and stay involved, strengthening the connection between home and care. Connections with parents can be seen through S (a parent) who brought in board games they overheard students talking about that Kids club did not have immediate access to'.

The Nominated Supervisor outlines how families and children were asked to provide input into the upcoming vacation care program via Facebook. They outline that they had a number of suggestions from families regarding activities and menu items.

At the time of the visit there is a large display that has columns titled, 'Christmas room ideas' and 'Parent input'. Some suggestions under this heading include:

- Cupcake decorating excursion
- Slime Workshop
- Bounce castle
- Playground play
- Christmas craft
- Obstacle course
- Cooking and baking day and
- Lego competition'.

A poster beside this display states, 'Using student, parent, and educator input, the following activities and experiences were selected:

- Water play day
- Jumping castle
- STEM challenge day
- Face painting + costume day
- Biscuit and cupcake decorating
- Slime science workshop
- Lego building competition
- Minecraft-inspired games and challenges
- Sports day (soccer, team games)
- Christmas craft week
- Obstacle course
- Movie and relaxation day
- Quiet corner with puzzles, reading, and art'.

REF: #10034

6:55 AM, 3 Dec, 2025

Sighted

Discussed

The philosophy states 'Kids Club is here to nurture your children's desire to learn and to help parents/carers with the important work of guiding your child's intellectual, emotional and physical development'.

The Nominated Supervisor outlines that families are supported to be involved in service decision making through everyday conversations as well as through Facebook post requests and surveys.

Sample documentation provided includes a parent survey that asks questions such as:

1.'How satisfied are you with Kids Club Dalby OSHC?

- 2. Do you feel your child is safe, supported & included?
- 3. How do you find communication with our educators?
- 4. Afternoon tea suggestions? and
- 4. Activities or experiences you'd like added?'

Element 6.1.3 Families are supported

REF: #18290 3:04 PM, 3 Dec, 2025	Sighted
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The QIP states, 'Educators critically reflect on how they engage families and the effectiveness of communication strategies. For example, staff reflected on the accessibility of information for families and adjusted the way newsletters and updates were delivered to include both digital and hard-copy formats. Regular reflective discussions at staff meetings focus on how relationships with families are strengthened and where new approaches could be introduced. This reflective cycle ensures practice remains responsive to the evolving needs of families'.

Sample documentation provided includes a reflection template that identifies discussions regarding communication with families. The reflection states, 'Educators critically reflected on how information is shared with families, including daily verbal communication, the Xplor app, emails, parent noticeboards, surveys, Facebook, and informal conversations at sign-in and sign-out times. Reflection identified the importance of ensuring communication is accessible, consistent, two-way, and responsive to the diverse needs of families. As a result of reflection, the service strengthened the use of the Xplor app and Facebook as a primary communication platform, supported by face-to-face conversations. This ensures families receive timely updates about bookings, attendance, messages, reminders, incidents, program information and service notices in real time.

This critical reflection was informed by a Be You professional learning meeting that focused on inclusion, mental health, wellbeing and support for children and families. During this meeting, strong emphasis was placed on the importance of open, respectful and consistent communication with families, particularly when supporting children's emotional and social wellbeing.

Through this reflection, it was identified that current communication systems are effective, inclusive and meeting the needs of families, with no immediate need to change or alter existing communication methods. Instead, the focus remains on maintaining consistency, strengthening relationships, and continuing to build trust through ongoing communication and support'.

REF: #20354 3:45 PM, 3 Dec, 2025	Sighted	Discussed
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At the time of the visit there is a large display board at the entrance to the service that incorporates prescribed information; the program; emergency response information; child safety and other community information.

The Nominated Supervisor outlines that families are supported to access information about the service through the family handbook, displays and the service Facebook page.

Sample documentation provided includes the family handbook that provides information about topics such as:

- The philosophy and service goals.
- Key policies and procedures.
- Contact information for support services such as Department of Human Services, Department of Child Safety, Youth and Women, and NDIS support.
- Staff and Approved Provider contact information.
- Service opening times and licensing arrangements’.

REF: #18409

3:12 PM, 3 Dec, 2025

Sighted

Discussed

The Nominated Supervisor outlines that they develop a community events calendar that identifies any community events coming up during the month and that this came about through searching Facebook, talking to the local schools to identify what is coming up. The calendar is then printed and put on display and the events are shared through Facebook.

At the time of the visit screenshots sighted of the Facebook page identify a number of dates for upcoming events or photos and posts regarding the services involvement in community events.

Standard 6.2 Collaborative partnerships

Element 6.2.1 Transitions

REF: #20592

3:48 PM, 3 Dec, 2025

Observed

Sighted

Discussed

The Nominated Supervisor explains the bus transportation process that includes one educator driving the bus to collect children from surrounding schools. They explain that this is generally the same person everyday so that they have thorough knowledge of their responsibilities as well as the routes they take and the children who get on the bus from which schools. They add, when the bus returns another educator is responsible to go and check the bus to make sure there are no children on it and once, they have done the final check, they end the bus transport session on the App.

At the time of the visit an educator marks a roll for children being dropped to school, they have a discussion about the children and who is absent with the Nominated Supervisor and then give children a 2-minute warning that they will need to leave. Once the bus returns the Nominated Supervisor goes to check the bus and then ends the transportation on the App.

Sample documentation provided includes the services 'Safe arrivals and Departures of children' policy that states, 'We recognise the critical nature of transition times - especially the routines around arrivals and departures of children - as a key aspect of safety and protection. We are committed to implementing comprehensive practices that ensure every child's safety, security, and wellbeing is maintained by Kids Club Dalby. The purpose of this policy is to set out the specific practice to ensure children's travel is safe, organised, and coordinated, especially when transitioning moving between classrooms (school) and Kids Club. This policy serves as a framework for staff, parents, and authorised nominees to foster collaboration and clear communication. It encompasses the procedures for—

- Communicating children's anticipated attendance,
- Accurately recording children's attendance (signing in and out).
- Verifying the identity of persons collecting children,
- Managing individual arrivals and departures (extra-curricular activities etc) and Managing incidents or emergencies relating to children's movements or whereabouts.

Our procedures and practices to ensure the safe arrival and departures of children are meticulously developed via a risk-assessment approach to establish clear guidelines, responsibilities, and protocols to manage transition periods effectively, minimising the risk of any child—

- being unaccounted for,
- left unsupervised, or
- collected by an unauthorised person'.

The QIP states, 'Transitions are supported collaboratively, helping children feel secure'.

The Nominated Supervisor outlines that the transition to and from school is managed through regular communication. They explain that for children who may become dysregulated or don't have a great morning they use a direct line to the child's teacher to identify how the child is feeling or to share the behaviours that have occurred at the service. They add this also happens in reverse when a child who may have had a difficult day at school is coming into the service, the teacher will call them and share the information about the child, so that they can adapt the environment, include additional resources or activities that the child likes to support their transition into the service. They then make sure all educators are aware and will take the time to have a conversation with the child as they enter or to provide additional one-on-one supervision for a period of time or remain in close proximity, so they can support the child when and how they need it.

Element 6.2.2 Access and participation

REF: #15355

8:51 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Family input is valued and used to adapt care and safety practices to individual needs'.

The Nominated Supervisor outlines that to support a child who was struggling with self-regulation and who has just started medication, they have worked closely alongside the child's parent and teacher to look at strategies to support them across home, school and the service. They outline that while they can't adopt all of the same strategies that they work with the parent and teacher to find strategies that will support the child and regularly discuss what is and is not working. They outline one of these changes has been around providing a calm space for the child to go to and sit if needed. They explain that in the child's classroom that they have a hidey hole where they can go and sit but they can't do this at the OSHC service so they have set up an area with soft cushions and fidget items that they child will use or they will find a quiet spot on or near the stage area where they can sit if needing to.

REF: #20732

3:50 PM, 3 Dec, 2025

Discussed

The Nominated Supervisor outlines that effective partnerships that support children's access and inclusion include families and those who attend external supports such as OT. They use the information that they have been given and look at what strategies they can put in place to support the child across the service as well as in the home. They add, Allied health practitioners will also send through fact sheets, to support the child's diagnosed condition. They further add, wherever possible and appropriate they try to have the child present, when they are discussing strategies with the parent or the school, so they can have input and so that they are aware everyone is communicating to support them.

REF: #20604

3:49 PM, 3 Dec, 2025

Sighted

Discussed

The Educational Leader outlines that for children who are identified as requiring additional support that they utilise the Multi-Tiered Support for Students (MTSS) that the school has in place they identify that this is a program used to identify children who require minor or more intensive support. They add children identified within Tiers 2 and 3 require additional support, guided learning and explicit instruction to support their access and involvement with the service. They further add, they meet with teachers from the school on a fortnightly basis to discuss the individual children, what is working, not working or new strategies to trial that can support them across both programs.

The Educational Leader provides a number of resources that they identify are the guided learning tools that they use within the program. Some of these examples include visual or verbal cues that all children can follow to guide their learning. One example includes prompts for a construction that states:

- 'Build a Strong Shape. Triangles are the strongest! Use them instead of squares.'

- Make a Big Base. Start wide at the bottom so your tower doesn't fall over.
- Keep It Balanced. Spread out the marshmallows so one side isn't too heavy.
- Use Shorter Spaghetti Pieces. Shorter sticks are stronger! Long spaghetti can bend or break.
- Add Extra Supports. Use extra spaghetti to connect pieces and make the tower steadier.
- Test as You Build & Give it a gentle wiggle to see if it's strong. If it wobbles, fix it!
- Squish the Marshmallows a little. They grip the spaghetti better if you press them slightly.
- Have Fun and Try Again! If it falls, don't worry! Try again and make it stronger'.

Element 6.2.3 Community engagement

REF: #17923

2:58 PM, 3 Dec, 2025

Sighted

The QIP states, 'Strong links exist with the local school, sporting clubs, and community organisations. These connections provide opportunities for children to participate in community events, clinics, and excursions, enriching their sense of belonging and citizenship'. Sample documentation provided includes a poster that outlines support from a local car retailer regarding 'National Tree Day'.

REF: #10346

7:00 AM, 3 Dec, 2025

Sighted

Discussed

The philosophy states, 'At Kids Club, children develop and participate at their own pace and learn that school & life can be an unending adventure by developing collaborative partnerships and promoting a sense of belonging to Kids Club Dalby's community'.

The Nominated Supervisor outlines that they connect with their local community through an NRL clinic that they access during school holidays, local police and fire fighters, who attend the service to host incursions, a local karate company that attends during vacation care programs, Bunnings workshops and the Dalby shopping centre who donates items such as left over Christmas decorations, food such as cakes that the children have decorated and colouring items. They add the service shares information with families about the community events that are happening at the service or within the community through Facebook.

REF: #18333

3:07 PM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'The service critically reflects on the effectiveness of community partnerships. For example, staff have reviewed which community incursions and excursions most effectively support children's wellbeing and adjusted the program accordingly. Educators reflect on how inclusive practices are promoted through these partnerships, identifying opportunities to strengthen children's access to community resources'.

Sample documentation provided includes a reflection template that identifies discussions regarding activities provided to children from the Yulunga Traditional Indigenous Games. An observation states, 'Our Yulunga sessions allowed children to explore the values embedded in traditional games—respect, cooperation, fairness, and community. Games such as Kai, Wana, and Kolap provided hands-on ways to share Indigenous perspectives while fostering physical skill development and social connection'. An educator reflection states, 'This experience reinforced that embedding Indigenous perspectives is an ongoing practice. The 8 Ways Pedagogy supported culturally responsive learning grounded in connection, respect, and community. We will continue incorporating, Yulunga games to strengthen cultural understanding in joyful and meaningful ways. The Yulunga Indigenous Games and 8 Ways Pedagogy is not displayed on our indigenous wall'. The Educational Leader explains that after that reflection that they worked as team to develop the Indigenous wall and included information about both the 8 Ways Pedagogy and the Yulunga Indigenous Games. At the time of the visit, this display is in the hall and includes information about the 8 Ways Pedagogy and the Yulunga Indigenous Games.

REF: #13573 8:00 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Community involvement, such as inviting local Elders or visiting community spaces, helps children build connections and a sense of belonging. This collaboration ensures learning is inclusive, relevant, and tailored to each child'. The Nominated Supervisor outlines this collaboration ensures learning is inclusive, relevant, and tailored to each child through identifying their specific cultural or religious needs and using these to inform planning as well as to identify families who may want to share culture in the service.

Quality Area 7

Standard 7.1 Governance

Element 7.1.1 Service philosophy and purpose

REF: #20840 3:51 PM, 3 Dec, 2025	Observed	Sighted
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Sample documentation provided includes a family staff handbook that contains the service philosophy. It also has a section titled, 'Our goals' that states, 'Kids Club aims that we are a 'home-away-from-home' for the children. Whilst the program is reflective of the MTOP practices, we also strive to meet the ethical and moral standards of society for the children. There is a fine balance to be met where they are able to have 'free time' as well as structured time. Management feels that the children have enough structured time at school and

within reason they are to be able to relax and be themselves whilst learning how to fit into society and the wider community through imaginative play and planned activities’.

At the time of the visit, children are provided with a number of opportunities to engage in quiet solitary play or experiences as well as space and opportunity to engage in art and craft, free drawing, construction, role play and physical activities.

REF: #18150 3:03 PM, 3 Dec, 2025	Sighted	Discussed
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The QIP outlines that family input is sought and valued in the review of the service philosophy. The Nominated Supervisor outlines that when the philosophy was last reviewed that families were encouraged to provide input through Facebook, emails, messages and a feedback display at the front of the service where they can provide input, at any time. They outline that the philosophy was initially developed by the Approved Provider’s and that educators are given the philosophy at induction so that they can read over it and see how they align with it.

REF: #18532 3:15 PM, 3 Dec, 2025	Sighted	Discussed
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The service philosophy is collaboratively developed with staff and families and guides decision-making, practice, and relationships. It reflects the values of inclusion, child safety, wellbeing, and community engagement’.

The Nominated Supervisor outlines that the philosophy underpins all aspects of service delivery through how we work as a team. The Educational Leader explains that they reference the philosophy when programming and planning through developing a service that is safe and feels like home. They add that other practical ways that the philosophy is utilised in the program is through enrolment and orientation to support families and children to be able to access the space set up, before they start so that they can become familiar.

The section directly under the philosophy in the family handbook states, ‘Kids Club aims that we are a ‘home-away-from-home’ for the children. Whilst the program is reflective of the MTOP practices, we also strive to meet the ethical and moral standards of society for the children. There is a fine balance to be met where they are able to have ‘free time’ as well as structured time’.

Element 7.1.2 Management systems

REF: #19343 3:29 PM, 3 Dec, 2025	Sighted
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The QIP states, ‘Governance practices are regularly reviewed through a cycle of critical reflection. Staff meetings include opportunities to reflect on policies, compliance expectations, and the effectiveness of management systems. For example, the team critically examined how compliance evidence (training forms, qualifications, rehearsal records) were being documented, which led to the creation of a dedicated compliance folder and monthly review processes. Leadership also reflects on staff roles, seeking feedback about workload

distribution and identifying areas where further clarity or mentoring is required. These reflective practices ensure governance is not static but continually evolving in response to the needs of the service’.

Sample documentation provided includes a reflection template that identifies discussions regarding the creation of a dedicated compliance folder. The reflection states, ‘This reflection relates to the introduction of a designated compliance folder system at Kids Club Dalby OSHC. The aim of this change was to strengthen governance and ensure that all key regulatory and compliance documents are centrally located, clearly labelled, current, and easily accessible. All critical documentation is now stored in clearly labelled folders and maintained in designated locations on the central main office desk, ensuring accessibility, organisation, and compliance at all times.

This improvement was implemented following a professional discussion with an Officer from ACECQA. Through targeted conversations about quality, compliance systems and governance, ideas were raised around:

- consolidating documents into one clearly defined system.
- reducing duplication and confusion.
- strengthening evidence of ongoing compliance and quality improvement These discussions prompted the team to critically reflect on how compliance information was previously stored and to implement a central system that demonstrates effective leadership, management, and accountability.

The compliance folder system has improved organisation, efficiency, accountability and professionalism across the service.

Improvement Ideas and Next Steps

- Monthly compliance reviews
- Digital backup system
- Visual compliance index
- Staff induction training
- Family transparency poster
- Continued inclusion in the QIP’.

REF: #18623 3:16 PM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, ‘Management systems are well-documented and consistently implemented. Records including staff training, qualifications, meeting minutes, and emergency rehearsals are maintained in line with National Regulation 167, ensuring compliance and accountability’.

The Nominated Supervisor outlines that other systems in place to support the effective operation of the service include, Facebook, Xplor which supports family messaging and signing in and out and compliance with CCS and messaging regarding incidents and updating family information. QuickBooks to manage compliance such as Blue Cards, First aid and Human Resource matters such as rostering and payroll. They add, staff meeting minutes are also uploaded to all staff through this system so that they can read and sign to say that they have acknowledged. This is linked to educators through an App called Employment Hero (EH) work.

REF: #21775 9:42 AM, 5 Dec, 2025	Discussed
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The Nominated Supervisor outlines that the Approved Provider's attend the service approximately once week and when they are at the service, they will discuss cleaning and maintenance, resources, updating processes and documentation such as prescribed information and ensuring the environments are welcoming, well set up and resourced. They add that they will catch up with each staff member to discuss the program and also use this time to provide feedback and boost morale.

REF: #16708

10:38 AM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'New educators receive thorough orientation and mentoring to support their understanding of the service's philosophy, policies, and child safe practices'.

The Nominated Supervisor outlines that the induction process entails they come into the service, complete the induction checklist, conduct a tour and talk about activities such as emergency processes and any code words they have. They add that they also discuss shift times, study commitments, behaviours and medical management information for children. Once they start, they are buddied with a more experienced staff member for a period of time until they feel comfortable and confident.

Element 7.1.3 Roles and responsibilities

REF: #18781

3:18 PM, 3 Dec, 2025

Sighted

The QIP states, 'Roles are clearly delegated across the team. Educators understand their responsibilities and are supported through duty statements, mentoring, and regular staff meetings. This strengthens consistency in daily operations and builds shared accountability'.

Sample documentation provided includes a duty statement for the role of the Educational Leader. The statement identifies:

'The purpose of the position as - The Educational Leader leads high-quality pedagogy, reflective practice, program planning and educator development aligned with MTOP, NQS and Kids Club Dalby philosophy.

Key Responsibilities

- Pedagogical leadership and modelling best practice.
- Overseeing planning cycle and documentation.
- Mentoring and supporting educators.
- Compliance with National Law, Regulations, NOS, MTOP and policies
- Leading reflective practice and contributing to QIP.
- Building family and community partnerships.

Professional Expectations

- Model respectful communication
- Maintain confidentiality and professionalism'.

REF: #17851

2:57 PM, 3 Dec, 2025

Sighted

Discussed

The Nominated Supervisor explains that the induction process includes mandatory training, review of key policies and procedures and a tour of the service to introduce them to the team and to share information about the service such as emergency practices and general duties. They add, the induction continues to ensure that educators are confident in their roles and responsibilities, and this is completed through checklists and ongoing mentoring and support until they are comfortable. They further add, another component of induction includes a bus induction.

Sample documentation provided includes a bus induction checklist that covers items such as:

- 'Has the driver been Inducted into the vehicle they are going to drive and has signed off what has been demonstrated to them below.
- Road Test with competent driver prior to transporting children.
- Location of Fire Extinguisher and First Aid Kit.
- Risk Assessment viewed and understood of any possible risks and solutions i.e. breakdown of vehicle in transit.
- Booster Seats required for trip - 7 available (Any child under the age of 7 must have booster seat or eye level above the top level of restraint as per Qld Transport Regs).
- Understanding of Bus List of children is tailored to required Booster Seats.
- No more than 11 passengers capacity.
- Understanding of route and pick up/drop off points.
- Bus list has been checked off and signed by staff member'.

REF: #20953

3:53 PM, 3 Dec, 2025

Observed

Sighted

Sample documentation provided includes a position description for the Nominated Supervisor that outlines their duties and responsibilities include:

- 'Ensure the education and care provided to children is compliant with Education and Care Services legislation and the National Quality Framework.
- Collaborative support Coordinators and Educational Leaders to a planning process for the ongoing development and implementation of the service's program. Ensuring the program draws upon and reflects the service's shared philosophy, the approved learning framework, professional knowledge and contemporary play-based practices.
- Provide intensive support and a high-level of expertise in collaborating strategies to support children, their behaviour and wellbeing.
- Monitor the critical evaluation of the planning cycle and the service's continuous quality improvement.
- Monitor the processes used to capture the views, wishes and feedback of stakeholders to ensure these are captured and reflected in the service's education and care practices.

- Promote the service's commitment to uploading the value and connection to Aboriginal and Torres Strait Islander cultures.
- Collaboration with Families and Others (OSHC Professional Standard 7)
- Building strong relationships with parents and caregivers. Ensure a culture of a welcoming atmosphere through positive interactions and the sharing of information.
 - Support and monitor strategies for family involvement, collaboration and community engagement.
 - Ensure the service has effective communication methods of sharing children's learning.
 - Respond to concerns and complaints with respect and ensuring principles of fairness and natural justice are visible.
- At the time of the visit, the Nominated Supervisor provides documented evidence to show their collaborative support of educators and throughout the visit they communicate with all educators regarding the program and service practice. As families arrive, they welcome them and take time to have conversations about their child and family life.

Standard 7.2 Leadership

Element 7.2.1 Continuous improvement

REF: #17689 2:54 PM, 3 Dec, 2025	Sighted	Discussed
The Nominated Supervisor outlines that the QIP is discussed at staff meetings and is a standing agenda item, to ensure this is always something that educators are thinking about. They add, they will look at their improvement areas and talk about how they think they are going or if they have any suggestions regarding additional strategies to try. Sample documentation provided includes staff meetings minutes that show the QIP is a standing agenda item.		
REF: #18885 3:19 PM, 3 Dec, 2025	Sighted	Discussed
The Nominated Supervisor outlines that the QIP is treated as a living document. It is regularly reviewed with staff input, with progress notes updated to capture achievements and identify further opportunities. Improvement is seen as an ongoing cycle rather than a one-off task. They add that it is a shared responsibility to update and maintain the QIP. They add that they make time to sit down and discuss the QIP and that this often occurs on a Friday and discuss areas for growth as well as strengths. They look at areas that they had identified they needed to work on and how they are going. The Educational Leader adds, they also capture the children’s voice which is used to inform the program as well as the services quality improvement planning and they do this through a number of ways such as verbally as well as through surveys that the Nominated Supervisor regularly creates and shares with children.		

Sample documentation provided includes a child survey that is brightly coloured and includes questions such as:

1. 'Do you like coming to Kids Club?
2. Is there anything you do not like?
3. Do you feel safe at Kids Club? and
4. How happy are you at Kids Club?'

Yellow face symbols from sad - happy are used to illicit the child's response.

The Nominated Supervisor adds, if a child outs a sad face response, we make sure to take the time to talk to them about why they put that and what we could do to help them to have a better experience.

REF: #17791

2:55 PM, 3 Dec, 2025

Discussed

The Nominated Supervisor outlines that the QIP is treated as a living document. It is regularly reviewed with staff input, with progress notes updated to capture achievements and identify further opportunities. Improvement is seen as an ongoing cycle rather than a one-off task. They add that it is a shared responsibility to update and maintain the QIP. They add that they make time to sit down and discuss the QIP and that this often occurs on a Friday, where they discuss areas for growth as well as strengths. They look at areas that they had identified they needed to work on and how they are going.

REF: #21125

3:56 PM, 3 Dec, 2025

Sighted

Discussed

The Nominated Supervisor outlines that the current QIP is printed and available for families or educators to access and add into at any time. At the time of the visit there is a folder that contains the QIP and it is on display at the entrance to the service.

Element 7.2.2 Educational leadership

REF: #18995

3:21 PM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'The Educational Leader plays an active role in mentoring educators, supporting reflective practice, and strengthening links between the program, the My Time Our Place Framework, and the National Quality Standard. This supports continuous professional growth and improved child outcomes'.

The Educational Leader explains that they are supported in their role by the Nominated Supervisor and access to networking opportunities. The Nominated Supervisor explains that the Educational Leader has also accessed a number of training opportunities such as the Be You - Beyond Blue building resilience in children training. The Educational Leader explains that during this training, they had some

opportunities to network with other services and talk about challenges such as routines and what strategies they could implement at the service regarding building children's resilience.

REF: #21235 3:57 PM, 3 Dec, 2025	Observed	Sighted	Discussed
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Sample documentation provided includes the position description of the Educational Leader that states, 'The Educational Leader is responsible for planning and implementing the service's educational program by facilitating ongoing reflection and learning with colleagues. The Educational Leader will drive the service's cycle of planning that produced the quality play-based educational and leisure opportunities, which are the foundation of the service's program. Additionally, the Educational Leader will support the day-to-day management of the service, providing direction and supervision to Educators. The Educational Leader reports to the Director/Management and will support Educators.'

At the time of the visit the Educational Leader observes children, records these observations, and discusses children's learning with the director and other educators. They outline that they encourage children, families, and educators to provide feedback into the planning and implementation of the program to ensure it is based on their needs and interests and captures their voice.

REF: #16613 10:37 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'The Educational Leader provides ongoing guidance and feedback to ensure programming, practice, and behaviour guidance remain consistent and effective'.

The Educational Leader identifies that they support educators in the development and implementation of the program through a number of ways. They outline that as an example, they have been supporting an educators who is studying, with their understanding of Aboriginal culture and the 8 ways framework. They add that this support included providing resources and information that they have now displayed on a window in the service. At the time of the visit this display is in place and includes information about the eight ways indigenous framework as well as the Yalunga Indigenous Games. They further add during meetings they discuss as a team things that are not working, children with behaviour issues and what we could do to change environments or adjust programs or practices to support children's learning and development outcomes in line with the Approved Learning Framework, service philosophy or key theorists.

Element 7.2.3 Development of professionals

REF: #19159 3:24 PM, 3 Dec, 2025	Sighted	Discussed
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The Nominated Supervisor explains that staff can access professional development through face to face and online opportunities. They explain that they record everyone's professional development on a register and will share any ideas they have learnt with the rest of the team if only a select few attend.

Sample documentation provided includes a training register that identifies professional development opportunities such as a Be You - Beyond Blue session; Involvement with the last round of the Targeting Quality Program (TQP) and a number of sessions facilitated by the Nominated Supervisor or Approved providers covering topics such as changes to procedures, legislation, and child safety requirements.

REF: #19036

3:23 PM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'All staff engage in ongoing professional development, including mandatory training and tailored opportunities that align with service goals and personal interests. Training registers are up to date, and staff are supported to apply new skills in practice.

Sample documentation provided includes a form that has been completed by an educator who has completed in house training regarding updated transportation policies and procedures. The form states, 'This form may be used to document any training program or module that has been completed. The completed form is to be filed on your Staff File held in the office. The Staff Training Register must be updated as well. Please attach to the form any letter, certificate, or other documentation you may have that confirms the successful completion of the training detailed below. Please ensure that you also retain a copy of this document for your personal records'.

The form then outlines a brief description of the training that was covered, including the amount of hours involved, the training commencement and completion date and has been signed by the staff member as well as the Manager/Supervisor.

REF: #19250

3:26 PM, 3 Dec, 2025

Sighted

Discussed

The QIP states, 'Leadership is shared across the team. Educators feel supported and valued, with open communication, regular opportunities for feedback, and a strong sense of teamwork underpinning daily practice'.

Sample documentation provided includes performance appraisal forms that the Nominated Supervisor outlines are completed annually by themselves for educators and theirs is completed with the Approved Provider's face to face. The forms include a rating table to identify if the educator is consistently, sometimes, or needs improvement in areas such as:

- Program planning, implementation, and evaluation.
- Service management and administration.
- Communication and teamwork.
- Interactions with children; and
- Food handling, health, and safety.'

The Nominated Supervisor provides an additional document that they explain they complete in conjunction with the performance appraisal form and this document includes discussions under headings such as, 'Strengths and areas of excellence, Areas for improvement, suggestions for support and improvement and director's summary'.

For one educator notes under the suggestions for support and improvement it states:

- 'Leadership mentoring: Provide ongoing mentoring sessions with the Director to strengthen communication and leadership confidence when managing staff.
- Clear role expectations: Review and clarify junior educator expectations as part of staff meetings, so M feels supported when directing and giving feedback.
- Observation and feedback: Conduct periodic team observations with feedback discussions to support consistent staff engagement and active supervision.
- Professional development: Encourage participation in leadership or team management training to build their confidence and authority as an Educational Leader.
- Positive reinforcement: Continue to recognise M's creative programming and commitment to high-quality learning experiences for children'.

REF: #17372 10:45 AM, 3 Dec, 2025	Sighted	Discussed
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The QIP states, 'Community training opportunities and local events are shared among staff to promote engagement and development'. The Nominated Supervisor explains that the decision regarding professional development is made through access to emails from recognised authorities such as ACECQA, In safe Hands and QLD TAFE. They outline that they complete mandatory training as a group and use these opportunities to discuss the training and how information can be used in the service.

---End of Report---