

CHRISTIE DOWNS KINDERGARTEN

QUIP 2017

Report Recommendation	Action	What is happening? What will we see in the future?	Goal
Quality Area 2 – Children’s Health & Safety Working Towards National Quality Standard			
<p>1. Reviews the effectiveness of the healthy eating policy in place and considers alternative approaches when providing food.</p> <p>2. Practice emergency and evacuation procedures every three months and provide supporting documentation</p>	<ul style="list-style-type: none"> • Staff to explore alternative food options for children who come to kindy with no lunch. • Revisit the centre’s Healthy Eating Policy with the staff and families. • Eliminate jam as an option for sandwiches given out at kindy due to the high sugar content. • All Evacuation and Invacuation drills are clearly documented on a termly and yearly timetable or planner ensuring that all groups of children are involved in these drills at least once every 3 months. • All Evacuation and Invacuation drills documented in the floor book and Program. • Families and community will be notified of emergency procedure practices. 	<ul style="list-style-type: none"> • Children involved in preparing healthy lunches, this may not always be sandwiches but could be a selection of fruits, bread, vegetable sticks, cheese, soups etc. • Fruit smoothies (strawberry & natural yoghurt). • All evacuation and invacuation procedures to be documented in the preschool program and planning book. • When Evac/Invac drills are scheduled to take place, they will be embedded within the program and the learning documented in the floor book. This will ensure all children are aware of the reasons for the drills and learn about emergency procedures in general. • Plans to be in place to make sure that each preschool group will have an emergency drill at a minimum of every 3 months and this will be clearly dated and documented. • Families and community will be notified of the dates emergency drills are conducted through the newsletter and white board. 	<p>2.2.1 Food and drinks provided by the service are nutritious and appropriate for each child. Healthy eating is consistently and actively promoted and embedded in the everyday program.</p> <p>2.3.3 Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practiced and implemented effectively.</p>

**Quality Area 3 – Physical Environment
Meeting National Quality Standard**

<p>1. Continue to develop its approach to sustainability and embed this into everyday practice, ensuring that the children are more directly involved and opportunities to extend the children’s understanding and learning is supported.</p> <p>2. Development of an extra learning area which can be used for occasional care, kindy and parents meetings or events. This area will incorporate aspects of the Reggio Emilio philosophy and be dedicated to children’s learning through natural materials, mirrors and increase their creative dispositions</p> <p>3. The replacement of the front boundary fence with as little as possible disturbance to current plants and shrubs. A safety assessment was conducted by staff and it was flagged as a possible risk.</p>	<ul style="list-style-type: none"> • Staff to work through this as a team at staff meetings • Plan and program to include aspects of recycling and sustainability • Meet with the building management facilities services area manager • Plan has been drawn up and costing has been approved by Governing Council • A supplier has been sourced and the development plan will be actioned in three stages and costed accordingly • Negotiate with DECD for funding assistance and meeting is arranged with the facilities services area manager 	<ul style="list-style-type: none"> • Staff are conserving water by allocating small amounts for sandpit play. • The centre has an operating worm farm and the children are encouraged to feed the worms food scraps. • The compost bin is used regularly and the children understand the differences between food scraps and rubbish. • Parents are encouraged to bring in recyclable materials. • An extra space is available for children and parents. • There will be an increase in parent engagement and involvement in the program. • Children are meeting their targeted learning goals through extended opportunities provided in this space. • A new boundary fence once approved by DECD 	<p>3.3.1 Sustainable practices are embedded in service operations and consistently promoted in the everyday program.</p> <p>3.3.2 Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.</p> <p>3.1 The design and location of the premises is appropriate for the operation of the service</p> <p>3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose</p>
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Quality Area 7 – Leadership & Service Management
Working Towards National Quality Standard

1. Support a performance management process for all educators implementing and documenting individual learning and development plans.

- Develop a weekly and termly Director's timetable clearly documenting all staff meetings, Partnership commitments, Performance Development meetings and all known commitments of the Director.
- Staff meeting agenda to have time allocated to discuss Performance Development processes.

- Allows Educators to have a clear visual as to when they can schedule in 'non-interrupted' time for staff Performance Development meetings, which will occur formally at a minimum of twice per year, but ideally once per term.
- Use this timetable format to assist in prioritising tasks and events and allowing time to attend to leadership tasks and staff feedback and mentoring as necessary.
- All educators understand the purpose of the process and when they can expect to receive feedback from their line manager. Staff to work through the DECD Performance Development template together and then schedule in meetings with Director for the remainder of the year, with clear expectations for these meetings.

7.2.2 Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.