



NCAC

Child Care Quality Assurance Update

Montessori Long Day Care Annual Retreat and Forum – Gold Coast
1-2 May 2010

**Susan Reade, General Manager, Quality Assurance
National Childcare Accreditation Council Inc.**

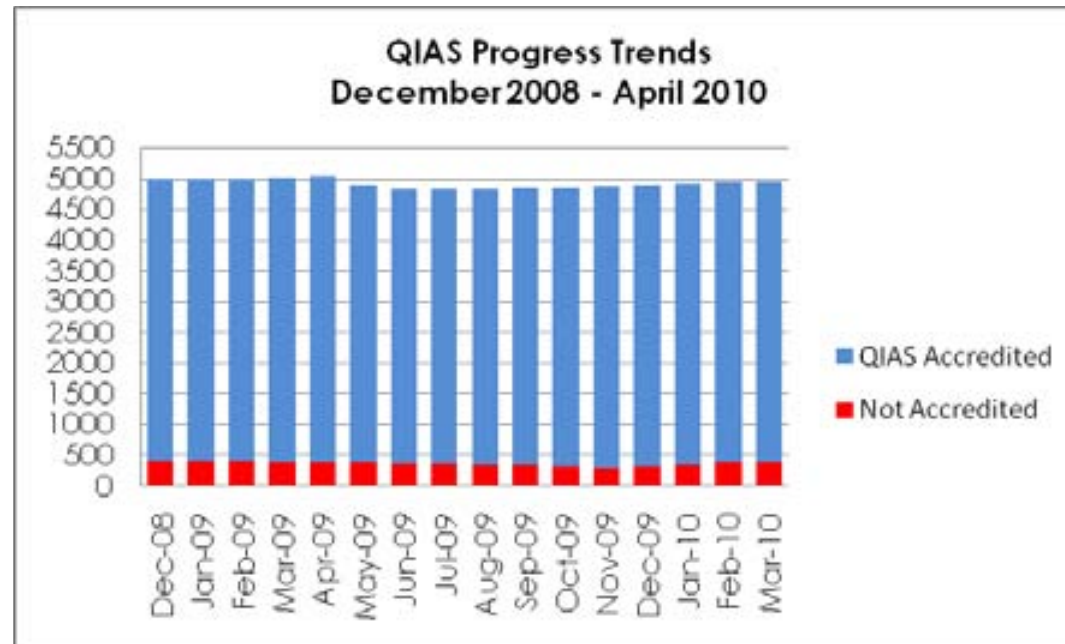
QIAS Progress Statistics

as at 1 April 2010

Accredited	4570	(92.5%)
Not Accredited	372	(7.5%)
New services in self-study		948
Services through the 5 Steps	4942	
Total number of services registered	5890	

QIAS Progress Trends

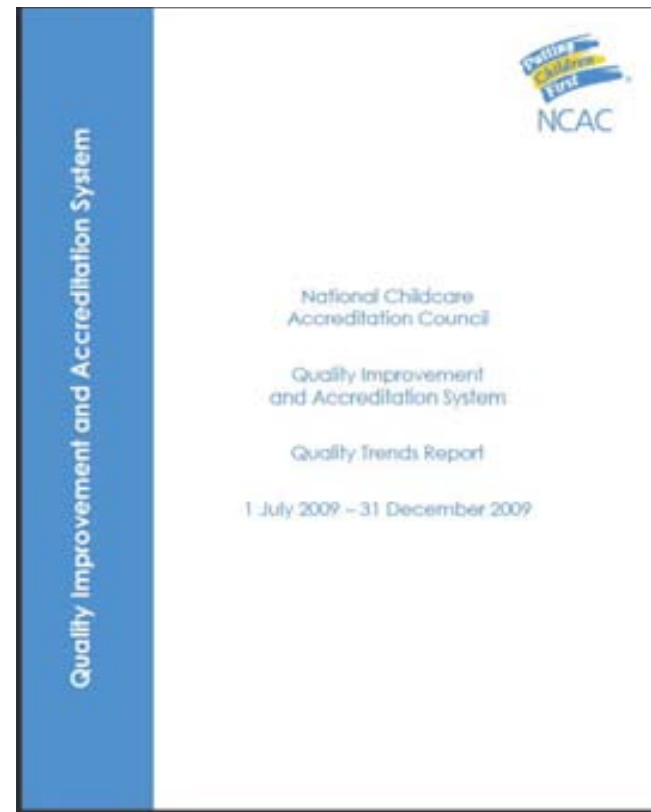
December 2008 – April 2010



Achievements

Quality Trends Report 1 July to 31 December 2009

98% of Accredited
QIAS centres have
achieved High
Quality in all 7
Quality Areas



Successes

Quality Trends Report 1 July to 31 December 2009

Data from 1263 services indicates that 9 out of 10 long day care centres achieve High Quality in...

Principle 1.1 Staff interact with each child in a warm and friendly way (90%)

Principle 2.3 The centre has an orientation process for children and families (90%)

Principle 7.3 Staffing policies and practices facilitate continuity of care for each child (90%)

Successes

Quality Trends Report 1 July to 31 December 2009

Data from 1263 services indicates that more than 8 out of 10 long day care centres achieve High Quality in...

Principle 1.2 Staff guide each child's behaviour in a positive way (82%)

Principle 1.3 Staff initiate and maintain respectful communication with each child (86%)

Principle 1.4 Staff respect each child's background and abilities (88%)

Principle 1.6 Staff communicate effectively to promote respect and professional teamwork (86%)

Principle 2.1 Staff and families communicate effectively to exchange information about each child and the centre (81%)

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Successes

Quality Trends Report 1 July to 31 December 2009

(continued)

Principle 4.1 Staff encourage each child to make choices and participate in play (87%)

Principle 4.2 Staff promote each child's ability to develop and maintain relationships (86%)

Principle 4.3 Staff promote each child's language and literacy abilities (85%)

Principle 4.5 Staff promote each child's enjoyment of and participation in the expressive arts (81%)

Principle 5.2 Staff supervise children at all times (82%)

Principle 6.1 Staff promote healthy eating habits (82%)

Principle 7.1 Written information about the centre's management is readily available to families (82%)

Principle 7.2 Written information about the centre's management is readily available to staff (81%)

Concerns

Quality Trends Report 1 July to 31 December 2009

Data from 1263 schemes indicates that around 1 in 10 family day care schemes do not meet the Satisfactory standard in...

Principle 1.5 Staff treat all children equitably (13%)

Principle 3.2 Each child's learning is documented and is used in planning the program (25%)

Principle 3.3 The program assists each child to be a successful learner (20%)

Principle 5.3 Staff ensure that potentially dangerous products, plants and objects are inaccessible to children (31%)

Principle 5.4 The centre ensures that buildings and equipment are safe (22%)

Principle 5.5 The centre promotes occupational health and safety (13%)

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Concerns

Quality Trends Report 1 July to 31 December 2009

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Principle 6.2 Staff implement effective and current food safety and hygiene practices (26%)

Principle 6.3 Staff encourage children to follow simple rules of hygiene (20%)

Principle 6.4 Staff ensure toileting and nappy changing procedures are positive experiences (27%)

Principle 6.5 Staff support each child's needs for rest, sleep and comfort (24%)

Principle 6.6 The centre acts to control the spread of infectious diseases and maintains records of immunisations (19%)

NCAC Support for Services

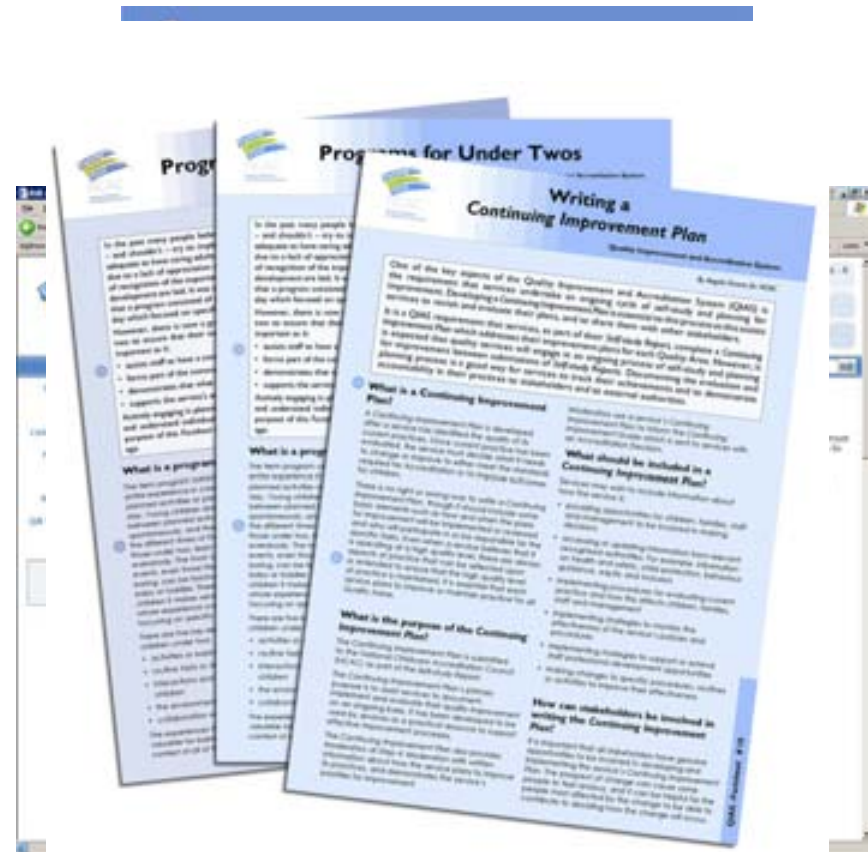
Quality Companions

- Step 1: Registration
- Step 2: Self-study
- Step 3: Validation
- Step 4: Moderation
- Step 5: Accreditation



NCAC Support for Services

- *Putting Children First*
- *Service Factsheets*
- *Policy Development Guide and Templates*
- *Ask a Child Care Adviser website support*



NCAC Support for Services

Ask a Child Care Adviser

Telephone support: 1300 136 554

Website: www.ncac.gov.au

E-mail: qualitycare@ncac.gov.au

COAG Agreement

7 December 2009

Regulation Impact Statement for Early Childhood Education and Care Quality Reforms

- streamlining licensing and quality assurance
- new national body
- role of State/Territory agencies
- 5 level rating system
- changes to staff qualifications and ratios



National Quality Standard and Rating Framework

Standards	Ratings
1. Education Program and Practice	Excellent
2. Children's Wellbeing, Health and Safety	High Quality
3. Physical Environment	National Quality Standard
4. Staffing Arrangements	Operating Level
5. Relationships – Interactions Within the Service	Unsatisfactory Level
6. Collaborative Partnerships with Families and Communities	
7. Leadership and Service Management	

National Quality Standard

- Quality Areas
- Standards
- Elements

Quality Area 1

Educational program and practice

Standard 1.1

The Early Years Learning Framework (or other approved learning frameworks) informs the development of a program for each child that enhances their learning and development.

1.1.1 The Early Years Learning Framework (or other approved learning frameworks) guides curriculum decision making and enables each child's learning in the five outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

1.1.2 Curriculum decision making is informed by the context, setting and cultural diversity of the families and the community

Quality Area 1

Educational program and practice

Standard 1.2

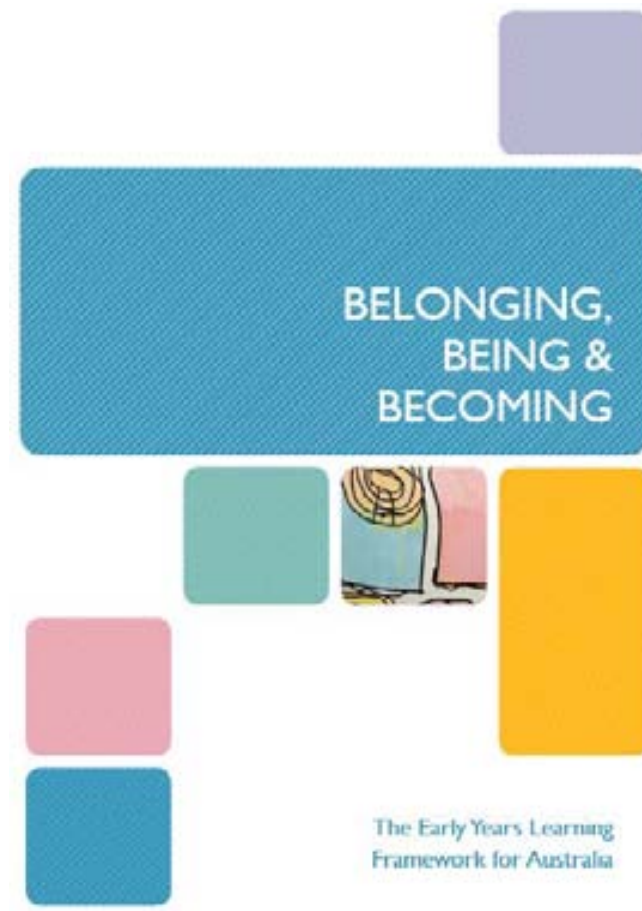
The program for each child takes into account their strengths, capabilities, culture, interests and experiences.

- 1.2.1** Each child's current knowledge, ideas, culture and interests provide the foundation for the program
- 1.2.2** Every child is supported to participate in the program
- 1.2.3** Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning
- 1.2.4** Critical reflection and evaluation of children's learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies

Early Years Learning Framework

Belonging, Being and Becoming: The Early Years Learning Framework for Australia

How will this be integrated with the National Quality Standard?



What will happen in 2010-2011?

- Developing legislation for the new system
- Setting up new national body and IT system
- NCAC and States/Territories working on transitioning to the new system
- July 2010 commence assessment and rating against National Quality Standard with small number of volunteer services

What will happen in 2010-2011?

- Development, application and refinement of the new assessment and rating system
- Development of the training and support tools for services

Where can you get more information?

- **Department of Education, Employment and Workplace Relations** <http://www.deewr.gov.au>
- **COAG**
<http://www.coag.gov.au>
- **National Childcare Accreditation Council**
<http://www.ncac.gov.au>



NCAC

National Childcare
Accreditation Council Inc.