



Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan

**Department for Education
Site Number: 5363
CaFE Enfield Children's Centre**

Updated 17/02/2025

Acknowledgment of Country

We acknowledge the kaurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
- and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the regulatory authority on request.

About the ACECQA Quality Improvement Plan template

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](#) and the [ACECQA website](#).

Exceeding NQS themes guidance

The [Exceeding NQS](#) sections provided for each standard should be completed when there is evidence of one or more Exceeding NQS themes demonstrated in the practice at the service.

When the QIP is submitted to the regulatory authority for assessment and rating, an authorised officer will consider the evidence documented and gathered at the assessment visit to determine if the Exceeding NQS themes are being met.

For further information on the three Exceeding themes, including what authorised officers consider when reviewing whether evidence demonstrates a theme, see ACECQA's [Exceeding the NQS](#) webpage.

Service details

Service name		Service approval number	
Klemzig Kindergarten and Occasional Care (Department for Education)		Kindergarten: SE 00010208 Childare: SE 00010207	
Physical location of service		Physical location contact details	
Street	17a Wilkins Street	Telephone	(08) 8262 3329
Suburb	Enfield	Mobile	N/A
State/territory	South Australia		
Postcode	5085	Email	dl.5363.leaders@schools.sa.edu.au
Nominated Supervisor			
Primary contact	Name	Rowena McAvaney	
Telephone	Telephone	08 8262 3329	
Mobile	Mobile	N/A	
Email	Email	Rowena.Mcavaney51@schools.sa.edu.au	

Government Preschool Operating hours during school terms.

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:00	8:00	No Session	8:00	8:00
Closing time	15:30	15:30	No Session	15:30	15:30

Childcare Operating Hours (50 weeks of the calendar year)

	Monday	Tuesday	Wednesday	Thursday	Friday
Childcare Opening time	7:00	7:00	7:00	7:00	7:00
Childcare Closing time	18:00	18:00	18:00	18:00	18:00

Additional information about your service (context)

Welcome to C.a.F.E. Enfield Children's Centre for Early Childhood Development and Parenting. C.a.F.E. is an acronym for Children and Families Everywhere, a name that was devised and agreed upon by the founding members of community in 2002. We offer State Funded Preschool Program integrated with community based childcare centre with a capacity of 84 children. C.a.F.E. Enfield is an Integrated Early Years' service in which multi-disciplinary professionals work together to provide a wraparound service for children and their families. We work in conjunction and collaboratively with

- Child and Family Health Service
- Learning Together Central Adelaide
- Enfield Primary School
- Department for Child Protection

Contextual influences

Our centre is in an area where 2.1% of people are indigenous; 38% of people are born overseas; 32% of families speak a language other than English at home; 41% of families rent, 29% owner with mortgage and 10.6% unemployed.

Our key focus during 2025 is to continue to develop integrated, flexible, high-quality programs and services to meet the needs of families. Our purpose is to engage every child to support achievement at the highest possible level of their learning and wellbeing, through quality education and care programs

In 2025 our government preschool program of 15 hours runs twice a week during the school terms. We have a set capacity of 55 enrolments so there can be up to 27 children in both Group A (sessions on Monday and Tuesday 8:00am – 3:30pm) and Group B (sessions on Thursday and Friday 8:00am – 3:30pm). During the Preschool session times, the centre integrates the 4 to 5 childcare alongside the preschool program with a maximum of ten children enrolled and educated by two Diploma qualified early childhood educators.

Our large staff team in the Preschool consists of Director Rowena McAvaney, Teacher Elli Kratounis, Teacher Nicole Al Halal and core ECW's Natja Hahn, Anh Nguyen and Zahra Yaghoubi. For the 4 to 5 year old childcare, the site has Diploma qualified educators, Kate Martin and Anila Kiri to collaborate with the Preschool staff. Anh Nguyen runs small groups for the bilingual children recognised for receiving additional support with their communication. Our permanent Teacher, Leah Ramandanis is currently on leave for term 1 and aims to return to work part time in Term 2. Majority of the staff are trained in Marte Meo practices which enables staff to build strong working relationships with the children and families, many of whom are returning families with younger sibling's wanting to re-engage in the high-quality education and care program.

Children that attend our site come from many cultural and religious backgrounds, varying socio-economic standings and present with an array of speech, language, and developmental differences. We are inclusive of all and do what we can to support children and families as best we can. Typically, we have over 18 different first home languages that our children derive from. These children have access to 10-weeks of bilingual support and all families are invited to have attend parent teacher chats which are offered twice a year. The team also work closely with on-site Child and Youth Health Services to ensure all children engage in their health checks. Through DfE process, when possible, we support families by accommodating their child's external providers to attend appointments on site. We collaborate with University of South Australia to have students complete their practicum experiences on site and the educators work cohesively with the Education Department Support Services to support children. Being a children's centre we also have support from the sites allocated Community Development Co-ordinator who facilitates many groups on site including the Multi-cultural women's Group on a Wednesday and Dad's playgroup (First Saturday of the month).

We hold many family events and added learning experiences, such as the Harmony Day, significant persons day, kindy campfire and mid year/end of year kindy celebration. Children are given opportunities to attend incursions and local walks. This year, all staff received professional development by Leisl Von Der Borch, First Nations Educator, informing the whole site staff cohort about Aboriginal and Torres Strait Islander people and in particular focus on Pedagogy of Place. This was to build educators capacity so that they can be confident to engage all children in deepening their understanding and respect for First Nations people, how they connect and respectfully use the land and waters to ensure sustainability of nature. The preschool also connects with the Primary school on site, visiting the Beyond Space situated on the Enfield Primary Oval for

children to engage in authentic nature play, visit the schools library and gym to connect with the school community and the Kindergarten educators arrange other incursions such as Fire Brigade, SAPOL, Ambulance and other theatre performances.

With our 2024 Planning Cycle, we made improvements 2025 we listened to feedback surrounding our parents curriculum and program engagement and have signed the site up to Seesaw to share this relevant information with ease.

The following information will assist the regulatory authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

School Holiday Dates (No sessions):

Term 1 – 12th April – 27th April

Term 2 – 5th July – 20th July

Term 3 – 27th September – 12th October

Term 4 – 13th December – 26th January

Pupil Free Day Dates:

Term 1, Week 6 Friday the 7th March (Music Strategy, interoception training and reflecting on our Sites Inclusion Plan (SIP))

Term 2, Week 4 Friday the 23rd May (Pedagogical Documentation - Portfolio)

Term 3, Week 8 Friday the 12th September (Self-Regulation - Portfolio)

Term 4, Week 6 Monday the 17th November (Ped Doc analysis and QIP evaluation)

Parking:

Located at the end of Patella street is an entry into a car park that is shared by families attending CaFHS appointments, Learning Together playgroups or dropping off or picking up at the children's centre.

How are the children grouped at your service?

C.a.F.E Enfield Children's Centre has a capacity of 84 children per day. The Preschool currently accommodates 27 of those places. The Preschool alone operates during school terms for eligible children on Monday, Tuesday, Thursday and Fridays from 8:00am-3:30pm. All children attending the Preschool program are entitled to 15 hours of funding per week. The families receive this entitlement through either attending our Group A session - Monday and Tuesday OR Group B session - Thursday and Friday. Parents indicate on enrolment which they prefer and why. We aim to support all families in allocating the Group based best on their needs. In the term prior to children commencing their year of preschool, on a Wednesday we offer a couple of short transition sessions to support and when they're new to our site, start to build a trusting connection.

The childcare is currently made up of three age groups, The 0-2's room called Yipti Tarnanthi (word from Kurna Nation means seed sprouting), the 2-4's room called Karra (word from Kurna Nation means Red Gum) and 4-5/ Kindergarten's room called Kangkulya (word from Kurna nation Red Gum seed pod). We acknowledge that the Kurna language is the cultural property of the Kurna people and we thank Kurna Warra Pintyanthi (KWP) for allowing us permission in 2016 to use these Kurna words in naming the children's learning spaces after the life cycle of a Karra tree (River Red Gum).

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Rowena McAvaney, Nominated Supervisor/Director

Service statement of philosophy

C.a.F.E. Enfield Children's Centre is an integrated site including Community managed Child Care, Department for Education Preschool, Playgroups, Child and Family Health Services, Learning Together, parenting support programs, and Adult Education. These services work together to support health, social, emotional and educational outcomes for children and their families.

We are committed to developing the cultural competence of our educators with respect to Aboriginal and Torres Strait Islander cultures as we work towards development of our Reconciliation Action Plan. We acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

We believe that inclusion is a right and every child is entitled to high quality early education and care. Our practices reflect the belief that children are capable and competent learners from birth and unique in their own individual way. Educators encourage children to try things for themselves and support them to build a sense of optimism and positive well-being.

We believe families have a critical role in early development of their children's learning. We believe young children are happier and achieve more when early year's educators work together with families to share insights, aspirations and documentation to support and extend children's learning and development. We provide a safe, welcoming place for all children and their families to foster a strong sense of belonging and community.

We believe children have a right to play. Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, ever-evolving materials and spaces to enable children to participate uninterrupted, to work alone, in small intimate groups or as a member of a large group.

We believe children should experience wonder in their world. Children are citizens from birth, and as such have a right to be listened to and a voice in decisions that affect them. Educators work with children to develop skills, knowledge and dispositions to connect them to their environment and their community. We model sustainable practices and promote active engagement by learning from, with and in the natural environment.

We believe children need healthy food, quality sleep and lots of exercise to assist with brain and body development. Meal times are social learning times that provide opportunity to develop connections between people. Our daily routines and programs encourage children to eat a wide variety of nutritious foods every day.

The quality of Educators is the key to the provision of high-quality care and education of young children. This notion is supported through an environment of trust and respect with the community and in a culture of continual reflection and renewal of ideas and understandings. Educators are actively encouraged to access and continue training and professional development. We are all lifelong learners.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Additional information and resources about Quality Area 1 are available in the [Guide to the National Quality Framework](#) and the [ACECQA website](#).

Quality Area 1: Standards and elements

Standard 1.1		
The educational program enhances each child's learning and development.		
Approved learning framework	Element 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.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		
Educators facilitate and extend each child's learning and development.		
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		
Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.		
Assessment and planning cycle	Element 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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Information for families	Element 1.3.3	Families are informed about the program and their child's progress.
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National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 325B SA	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	<p>Programming for individual children, rooms and whole of site utilizes and reflects current research and support documents such as Belonging, Being and Becoming: The Early Years Learning Framework for Australia; Reflect, Respect, Relate; DfE Literacy & Numeracy Indicators and guide books, Child Protection documents, Early Childhood Australia's Code of Ethics and the UN Convention on the Rights of the Child.</p> <ul style="list-style-type: none">-Children's individual learning dispositions are embraced and acted upon- Information is sought from families on a regular basis, both formally and informally via conversations & questionnaires, and through interactions in parenting groups and playgroups.- Information is also gathered from other professionals on site who may have contact with the child & family during playgroups, parenting groups etc- Conversations are facilitated throughout the day between children and Educators, and children and their peers, during play and routine times such as at mealtimes. Differing points of view are shared, explored and discussed.- Children's experiences are a balance of child initiated and intentional teaching. The curriculum is play-based with lots of time for children to explore and extend on ideas deeply.- A range of documents such as Learning Portfolios, Daily routine books, Workbooks and/or Curriculum recordings (Eg Floorbooks) are in such a way that parents are able to continuously access them- Surveys & information from families provide opportunities for formally sharing home experiences and are used to shape and guide planning- Play areas are established to build upon individual children's knowledge and ideas gathered from previous experiences- Play situations have multiple entry points to allow and encourage participation by all children as it considers individual identity and learning styles- Inquiry based projects are conducted with children to extend their thinking and learning processes. Through projects children can share & try out many ideas, draw on ideas from their previous experience & knowledge, challenge one another & work collaboratively as they share and create knowledge together. Educators work alongside children as co-researchers throughout this process, posing provocations, documenting processes and learning, and adding to their own knowledge about how children learn. -- Teams work together to create large documentation panels of projects, these are displayed in public areas to share the learning processes of the children, making learning visible to families and the community.-Educators are given time to engage in professional conversations and dialogue, and to make critically reflective judgements about children's learning, curriculum and documentation
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.1 – Program: The educational program enhances each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 1.2 – Practice: Educators facilitate and extend each child’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 1.3 – Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Additional information and resources about Quality Area 2 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 2: Standards and elements

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 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.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 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.

National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge, nominated supervisors and family day care co-ordinators to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3

National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3
Regulation 84A	Sleep and rest	2.1.1
Regulation 84B	Sleep and rest policies and procedures	2.1.1
Regulation 84C	Risk assessment for purposes of sleep and rest policies and procedures	2.1.1
Regulation 84D	Prohibition of bassinets	2.1.1
Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2

Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2

National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1
Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1
Regulation 102AAB	Safe arrival of children policies and procedures	2.2.1
Regulation 102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures	2.2.1
Regulation 102B	Transport risk assessment must be conducted before service transports child	2.2.1
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service	2.2.1
Regulation 102D	Authorisation for service to transport children	2.2.1
Regulation 102E	Children embarking a means of transport—centre-based service	2.2.1
Regulation 102F	Children disembarking a means of transport—centre-based service	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Health and safety are apart of our daily routine

Educators provide explicit teaching and role modelling of handwashing and embed daily hygiene routines to support children's

... prevent the spread of infectious disease

We operate from a rights based approach to education and care . The right to play. The right to have a voice and be listened to. The right to make decisions. The right to experience safe, secure relationships. The right to be participate and be included. The right to healthy food & sleep. The right to be kept safe. Our educators draw on their knowledge of Attachment Theory & Marte Meo Principles in order to be attuned to children and to cue into their needs. **Emotional regulation**

Children are given daily opportunities to be adventurous, face challenges and take risks in their play which support physical development and the ability to self-assess risks. Children work alongside Educators to develop formal risk assessments.

- Our Active Ed sessions are based on the evidence that movement is critical for early brain development. Sessions incorporate Fundamental Movement Skills that utilise the large muscles of the body (gross motor skills) which, in turn, help strengthen and refine the small muscles of the body (fine motor skills), promoting strength, coordination and control.
- Educators work with our on-site Occupational Therapist to incorporate OT principles & knowledge, to embed physical activity in everyday life. This includes the design and set up of learning environments, planned learning experiences and opportunities to engage in heavy work & daily tasks that contribute to physical development as well as to the life of the Centre.

Healthy eating is promoted with children on a daily basis through relaxed, intimate meal times where children are involved in setting tables, serving their own food and having time for lengthy conversations with peers and educators.

- Children talk with our cook throughout the day and are able to observe her preparing food. The implementation of the "Eat a Rainbow" healthy program enables children to learn more about specific foods in their raw state, and to be actively involved in food preparation.
- Menus are planned using the online Feed Australia Program. This allows for detailed analysis of ingredients and quantities to meet daily nutritional requirements for children, and to be able to communicate this to families via displayed weekly menus.
- Messages about healthy eating are shared with families regularly through newsletters, parent sessions, documentation of learning and visual displays. Families contribute to this program through two way conversations, sharing of menu ideas, and home routines.

Children's individual needs for sleep, rest and relaxation are discussed with families, and there is flexibility around sleep and rest times to accommodate these.

- Educators create calm environments for children to rest & sleep, and spaces to retreat to for relaxation throughout the day (such as hammocks, cosy spaces, dens and cubbies).
- Messages about safe sleeping environments, & the importance of quality sleep for supporting children's brain development & wellbeing are promoted to families in a range of ways including through our Philosophy.

“Keeping Safe” Child Protection curriculum documents inform practice and supports planning for and with children. Educators have been engaging in professional learning and critical reflection about supporting children's wellbeing, and Trauma Informed practice.

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 2.1 – Health: Each child’s health and physical activity is supported and promoted.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 2.2 – Safety: Each child is protected.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Additional information and resources about Quality Area 3 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 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.
Resources support play-based learning	Element 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.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 84D	Prohibition of bassinets	3.1.2
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1



National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues	3.1.1
Regulation 116B	Inspection report (additional requirement for family day care)	3.1.1
Regulation 116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Our learning environments are provisioned with open-ended materials that support the participation of all children by enabling multiple entry points for children to work with the materials. The ways that are environments, both inside and outside, are set up allow children to self-initiate play, to be creative thinkers and problem solvers.

- Indoor and outdoor spaces are used flexibly to allow shared use (such as using our community space as a 'pop-up dining space') & for indoor/outdoor play to happen simultaneously.
- We have 1 large outdoor environment that is shared by children from babies to preschool age. This supports connections between children and educators, fosters collaboration and maintains relationships.
- Natural play spaces foster a connection to the natural world, inspire curiosity and exploration. Educators support children to take a shared responsibility for caring for the world around us and this is embedded in daily practices. This is done in several ways such as caring for our Centre plants and animals. Children and families are actively involved in increasing the biodiversity of our local community. As a community we have created a frog pond and native garden at the entrance to the Centre, and a new butterfly garden outside of our back fence. We host workshops for families on propagation so that we can use our existing plants to expand habitats. All these initiatives foster a sense of community and develop understandings about lifecycles and ecosystems.
- Our outdoor environments offer risk & challenge and are designed to ensure active participation by every child. Children are encouraged to be explorers and risk takers in order to develop their skills in safely assessing risks.
- The children are involved in other daily sustainable practices that offer important opportunities for learning. They assist in sorting and categorising our mixed recycling and collect the bins from around the centre to take to the larger bins; Food scraps are fed to our animals, composted, or used in our worm farms. The worm wee & castings are then harvested by children and distributed to families to be used in their gardens at home.
- Educators participate in Cultural Competence professional development- particularly in relation to Aboriginal and Torres Strait Islander cultures and perspectives. The children acknowledge that we are on Kurna country daily; we sing songs, read books and use words in Kurna language daily also. The centre is actively working on a Reconciliation Action Plan
- We support the inclusion of all children in a range of ways. For example, the embedded use of keyword signing, visual communication boards and electronic communication programmes on devices supports the communication of all children. IELP's are developed for individual children. We work alongside our Inclusion Support provider, and Allied Health professionals including on-site Speech Pathologist, Occupational Therapist, CAFHS nurses and NDIS providers who may deliver services onsite.
- Bilingual educators support children and families in their home language and a bilingual transition playgroup supports new families to transition into preschool & helps build a sense of belonging.
- Daily outdoor inspections are conducted and documented, and we have an educator trained in Playground Safety Inspections who conducts detailed quarterly inspections.



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 3.1 – Design: The design of the facilities is appropriate for the operation of a service.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
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Standard 3.2 – Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

Standard 4.1			Staffing arrangements enhance children's learning and development
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.	
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.	
Standard 4.2			Management, educators and staff are collaborative, respectful and ethical.
Professional collaboration	Element 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.	
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.	

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1



Regulation 135	Illness or absence of early childhood teacher or suitably qualified person	4.1.1
National Law and National Regulations		Associated element
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 152A	Record of replacement of educator	4.1.1
Regulation 152B	Record of replacement of early childhood teacher or suitably qualified person	4.1.1

Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	<p>Our Centre has a low turn-over of Educators with the average length of service being nearly seven years, providing stability and continuity for children and families. Our Educators are highly qualified as the Centre has a commitment to employ Diploma of Children's Services or above- this currently represents 85% of our educators. This is consistent with research which consistently links quality interactions & positive learning experiences for children to the levels of qualification & experience held by educators. This understanding is also directly addressed in our Philosophy ensuring a match with practices.</p> <p>High staff –child ratios ensure that educators are always physically and emotionally available to support children's learning and development and can adapt their pedagogy to meet where children are at each day. High ratios also allow for sustained conversations with families at drop off and pick up times. This is further supported by having extra educators rostered at the beginning of the day and in the afternoon to assist with washing, kitchen duties, yard checks etc so that core educators can focus on engaging with children and families.</p> <p>One shared outdoor learning environment means that educators from across rooms (including relief educators) work together on daily basis and form collegial relationships. This also makes it possible for children to see, hear and interact with educators from across the Centre on a daily basis, allowing relationships with educators to develop gradually over a long period of time- supporting both future and past transitions between rooms, and relationships with our regular relief educators.</p> <p>Daily arrival and departure times of children are used as a data source to inform future rostering to ensure that not only are ratios maintained across the day, but that sufficient educators are available at peak drop-off & pick-up times to be available to families and children to assist with separation and settling.</p> <p>Our Educators work across programs on site, giving opportunity to work alongside and with families for an extended length of time. Children also benefit from the continuity of educators across programs such as playgroup, childcare & preschool.</p> <p>Professionalism</p> <p>Educators are provided with a range of opportunities to meet with their team or with educators from other rooms through involvement in Team Programming, Outdoor Planning group, Leadership meetings, Reconciliation Action Plan working group, small group Professional Development & whole team staff development. This fosters a culture of collaboration, develops leadership across the team and a shared sense of direction and purpose.</p> <p>The Management Committee encourages and supports educators to engage in regular professional development, formal study and opportunities to attend professional conferences both virtually & in-person.</p>
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Educators use documents such as the Early Childhood Australia Code of Ethics, United Nations Convention on The Rights of the Child, Respect Reflect Relate & the Guide to the NQS to guide practices and reflections. In 2022, 17 educators undertook 3 x sessions of Professional Development exploring the fundamental elements & practical applications of the ECA Code of Ethics.

Programming is organised to maximise opportunities for sharing ideas. Individuals and teams are allocated programming and meeting times for critical reflection, planning discussions and documentation of children's learning, to explore issues in greater depth through bigger picture thinking around children's learning, ethical considerations and children's rights.



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Additional information and resources about Quality Area 5 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 5: Standards and elements

Standard 5.1		Respectful and equitable relationships are maintained with each child.
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		Each child is supported to build and maintain sensitive and responsive relationships.
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Our Staff team includes an on-site Occupational Therapist (OT) who works with all Educators to review programs to ensure that all children are supported in their sensory and emotional regulation. The OT works with individual Educators as well as teams to facilitate deeper learning and understanding. Programs such as 'Traffic Jam in the brain' has been presented to all Educators with opportunity to work as a study group to unpack the information and explore how this could be used in day-to-day practice. Ongoing sessions with the OT leading are programmed for Educators to revisit and refresh. Programs such as Marte Meo and Circle of Security give common language, pedagogical framework and consistency for every child and family across the service.

The Circle of Security training is delivered on-site to parents, and to educators. The Circle of Security promotes the establishment of a secure attachment relationships between the caregiver and the child. This training is available for all Educators and high priority is given to providing training for new staff when they join our team.

The Marte Meo method focuses on the importance of communication in building relationships and emotional connections between educators and children. It also provides educators with a reflective pedagogy for supporting children to develop cooperative behaviour and relationships with their peers through everyday interactions.

Respect-Reflect-Relate (RRR)- Educators use the RRR relationship scale to support quality relationships with children. The scale supports educators to understand theories and research that underpin relationships and reflect on the educator's role in building quality supportive relationships.

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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 5.1 – Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



Summary of strengths in practice where there is evidence of Exceeding NQS themes

- Notes:
- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
 - Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](#) webpage.

Standard 5.2 – Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]



3. Practice is shaped by meaningful engagement with families, and/or community

[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.



National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	<p>Supportive relationships with Families</p> <p>Many avenues are taken to encourage the participation of families at the centre.</p> <ul style="list-style-type: none">• Families contribute to site decisions and their ideas are actively sought through representation on the Centre Management Committee and conversation during parenting groups.• parents have an active and critical role in all aspects of the Centre including policy development & review, Philosophy review, setting the budget & fees, recruitment of childcare staff.• We host a range of site Community Events for example, Movie night on the school oval, obstacle-a-thon, play events in the Beyond Space - where parents and staff come together to facilitate and organise the event. <p>Some of the groups and parenting sessions we offer include.</p> <ul style="list-style-type: none">• Saturday morning playgroups for Dads, Community playgroups, baby playgroups• First Aid for parents,• Toilet Learning,• How do I support my child's language in a Bilingual home <ul style="list-style-type: none">· Centre information is available via Leaflets, Newsletters, Displays, Parent Meetings, and one to one conversations with families and on centre the website - www.cafeenfieldcc.sa.edu.au· Transitions are tailored to each child and their family. This applies to both initial transition to the centre, transitions between rooms, and when starting school. Transition playgroups (including a bilingual transition playgroup) help to build connections between families as well as with educators prior to the child starting.- Questionnaires are distributed to families to gather information for improvement- Families and Community Members are encouraged to share aspects of their home cultures through cooking, dance, stories, music and language. <p>Collaborative partnerships</p> <ul style="list-style-type: none">· Professionals across the service work with agencies such as Inclusion Support Agency, Uniting Care Wesley Bowden, Relationships Australia Occupational Therapy, Speech Therapist, .· We work closely with Child and Family Health Services, Learning Together who are co-located on site.· Centre has a Strategic Inclusion Plan in place a to support the inclusion of all children within environment· We utilize AEDC and Community Profile data to build understanding of our local community and inform planning.- Educators undertake Cultural Competence PD with a particular focus on Aboriginal and Torres Strait Islander Cultures and perspectives. The Centre is actively working on a Reconciliation Action Plan.
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Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA’s [Exceeding the NQS](#) webpage.

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

- This Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice at your service.
- Additional information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Exceeding themes	
1. Practice is embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
2. Practice is informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.]
3. Practice is shaped by meaningful engagement with families, and/or community	<p>Multi-cultural Women's group was implemented as a response to the number of Multi-cultural families in our community and lack of support networks often resulting in social isolation. The focus of the group has changed over time to meet the changing needs of the group. In co-planning with the Women there is a particular focus on the voice of the child and making sure they have timely access to formalised early education and care. Various levels of support to facilitate the enrolments into either childcare or preschool is provided. This might also include referrals to non-government agencies supporting families with more extensive support should they require it. Allied Health is often provided in the form of Speech Pathology to ensure families have recent evidence-based information in supporting the acquisition of Multiple languages and the maintenance of home language.</p> <p>A current example of this is:- A child enrolled in pre-school by their family who commenced at the centre.</p> <ul style="list-style-type: none">• No prior history was known as the parent.• Three transition visits were offered in the term preceding full-time preschool were offered.

	<ul style="list-style-type: none"> • Child did not attend these transition visits. • First day at preschool for the child was challenging, with the child being distressed by the separation. • Educators were informed by parent that the child required nappies and bottles to meet their needs. • The Educator engaged the CDC to assess whether we could offer more support for the family. <ul style="list-style-type: none"> • The CDC organised a face to face meeting with the parent to offer some extra support, including the opportunity to join the Multi-cultural Women's group. • In discussion with the parent we also identified that the parent had other children including a school age child and a toddler. • CDC plans to continue to build on the relationship with the family including exploring the needs of the toddler. • In the process of identifying the needs of this parent and child both the Educator and CDC felt that Circle of Security Parenting program, maybe of assistance in supporting this child. • In discussion with the Kindy Educators other families could benefit from the Circle of Security program. • Following this discussion the CDC contacted Relationships Australia to engage them in the delivery of Circle of Security in term 2.
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7: Governance and Leadership

Quality Area 7 of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Information and resources about Quality Area 7 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

7: Standards and elements

	Governance supports the operation of a quality service.	
Statement of philosophy and	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and the operation of the service.
	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Quality improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational plan and assessment and planning cycle.
Support for professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are developed to support learning and development.

and National Regulations underpinning Quality Area 7

shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant elements of each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they align with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

and National Regulations		Associated NQS Element
	Reassessment of fitness and propriety (provider approvals)	7.1.2
	Notice of addition of nominated supervisor	7.1.2
	Notice of change of a nominated supervisor's name or contact details	7.1.2
	Offence to operate education and care service without nominated supervisor	7.1.2
	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
	Offence to operate education and care service unless responsible person is present	7.1.2
	Persons in day-to-day charge, nominated supervisors and family day care co-ordinators to have child protection training	7.1.2
	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
	Offence relating to assistance to family day care educators	7.1.2
	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
	Offence to inadequately supervise children	7.1.2
	Offence to use inappropriate discipline	7.1.2

and National Regulations		Associa
	Offence relating to protection of children from harm and hazards	7.1.2
	Offence relating to required programs	7.1.2
	Offence relating to staffing arrangements	7.1.2
	Offence relating to unauthorised persons on education and care service premises	7.1.2
	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
	Offence to fail to display prescribed information	7.1.2
	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
	Offence to fail to notify certain information to regulatory authority	7.1.2
	Family day care educator to notify certain information to approved provider	7.1.2, 7
	Offence relating to requirement to keep enrolment and other documents	7.1.2
	Offence to engage person to whom prohibition notice applies	7.1.2
	Register of family day care educators, co-ordinators and assistants	7.1.2
	Condition on service approval-quality improvement plan	7.2.1
	Quality improvement plans	7.2.1
	Review and revision of quality improvement plans	7.2.1
	Children's attendance record to be kept by approved provider	7.1.2
	Children's attendance record to be kept by family day care educator	7.1.2

and National Regulations		Associa
	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
	Authorisations to be kept in enrolment record	7.1.2
	Health information to be kept in enrolment record	7.1.2
	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
	Requirement for notice in relation to persons at residence	7.1.2
	Record of visitors	7.1.2
	Children not to be alone with visitors	7.1.2
	Record of service's compliance	7.1.2
	Education and care service must have policies and procedures	7.1.2
	Additional policies and procedures—family day care service	7.1.2
	Policies and procedures to be followed	7.1.2
	Policies and procedures to be kept available	7.1.2
	Notification of change to policies or procedures	7.1.2
	Prescribed information to be displayed—education and care service other than a family day care service	7.1.2
A	Prescribed information to be displayed—family day care service	7.1.2
	Time to notify certain circumstances to regulatory authority	7.1.2
A	Prescribed information to be notified to accompany notice	7.1.2

	Prescribed information to be notified to regulatory authority	7.1.2
and National Regulations		Associ
	Time to notify certain information to regulatory authority	7.1.2
A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
	Family day care educator to provide documents on leaving service	7.1.2
	Evidence of prescribed insurance	7.1.2
	Confidentiality of records kept by approved provider	7.1.2
	Confidentiality of records kept by family day care educator	7.1.2
	Storage of records and other documents	7.1.2
	Storage of records after service approval transferred	7.1.2
	Law and regulations to be available	7.1.2
	Working with vulnerable people registration – staff members	7.1.2
	Working with children check to be read	7.1.2
	Criminal history record check to be read and considered	7.1.2

ovement Plan for Quality Area 7

Strengths for Quality Area 7

Management Committee and Leaders work together to explore ways to maximise retention and continuity of staff in order to support and nurture relationships with children- currently the average length of service is 7 years. During COVID the Management Committee recognised the expectation that was being placed on educators as essential workers, so they granted all contracted educators 2 weeks (equivalent to 2 additional COVID sick leave to assist educators needing to isolate.

- Each year the Management Committee approves centre closure days for whole of staff Professional Development. The main benefit of this is that the entire staff team come together to jointly engage in critical reflection & review of our Philosophy & purpose, our pedagogy & practice and the NQS. These days form a significant part of our self-assessment process and continuous improvement as they allow us to clarify our understanding and thinking and to plan for the future.

Each staff member receives a comprehensive induction which includes an initial induction meeting with the Assistant Director; a staff induction short, paid familiarisation shift (where they are an extra educator); ongoing induction over several weeks into room practices and routines; Team leaders and experienced educators; regular informal conversations with the Director/Assistant Director to support the transition into the role.

- Educators are supported to take an active role in the wider ECEC sector in order to further their own professionalism and leadership as advocates for children and for ECEC more broadly. Through this work our educators are not only informed about what is happening in the broader ECEC sector but are actively contributing and shaping that context. The learning and experience gained by educators in these forums supports the development of their leadership and enables educators to be stronger advocates for children and families within our service also. An example of the Committee's work includes educators are active on include Early Childhood Australia (ECA) SA branch, Australian Community Children's Services SA Branch (ACCS) SA branch, Australia. As a service we also actively participate at or contribute submissions to a range of Government inquiries such as the SA Royal Commission into 3-year-old preschool; State discussion into the purpose of Public education; Dept for Education Industry Stakeholders group.
- Regular surveys are conducted to gather information and feedback to inform the soul of the program. Many voices are valued as a collective to represent our community. These include orientation evaluations from families, client opinion surveys, staff psychosocial risk surveys.
- Grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. They are reviewed to identify further areas of improvement.
- The Centre leadership team meets regularly as a Reflective Practice Group to reflect on community engagement, discuss research and current issues & question aspects of practice as part of a commitment to continuous improvement and better engagement with our local community. The leadership team is also meets with other services on our site (Enfield Primary School, CaFHS, Learning Together Communities) as a Local Leadership group to share aspects and insights from our individual services, and work collaboratively towards improving outcomes for all children and families across our site.
- Comprehensive administrative systems are in place to enable effective management of the service. There is a schedule for review of policies, procedures, and parents are informed of policies under review and invited to contribute via notifications and links in newsletters. Policies, procedures, books, Annual Reports and QIP are available on our website. Educators and Management Committee members actively contribute to the review process.

strengths in practice where there is evidence of Exceeding NQS themes

Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice and all information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

- Governance: Governance supports the operation of a quality service.

Exceeding NQS themes	
Embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
Informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection]
Shaped by meaningful engagement and/or consultation with families and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement and/or consultation with families, and/or community]

strengths in practice where there is evidence of Exceeding NQS themes

Exceeding NQS section is to be completed when there is evidence of one or more of the Exceeding NQS themes demonstrated in the practice area. All information about the Exceeding NQS themes is available on ACECQA's [Exceeding the NQS](#) webpage.

- Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning

Exceeding NQS themes	
Exceeding NQS themes embedded in service operations	[If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard]
Exceeding NQS themes informed by critical reflection	[If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection]
Exceeding NQS themes shaped by meaningful engagement with families and/or community	[If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community]



GUIDING PRINCIPLES

Collective
responsibility

Learning
system

Evaluate
for impact

Tight
and flexible

Where are we?

The Area of Impact that will boost current practices and outcomes at café Enfield Children's Centre– Wellbeing

Source: Improvement as Learning Guide

ent at the end of 2024, we as a staff team, identified that we were still being challenged to effectively embed sustained, shared thinking strategies and documentation in our curriculum. Engaging in numerous reflective meetings, we analysed what factors might be inhibiting this? The key pattern that emerged from this discussion was that due to the context (children's varying backgrounds and needs), we as educators were not implementing sufficient inclusive practices and communication strategies which was inhibiting learning opportunities. The main protagonist being wellbeing. We had noticed a high rate of dysregulation patterns in the kindergarten setting, through our group time. We recently carried out an inquiry around Regulation to support children being able to recognise what zone they were in and then provided them with strategies to get back into a state of agency for learning. Which brought us to the question, should our Area of Impact focus be wellbeing. For all children to be agent they have to be regulated and once regulated they can be agent. We wondered... what could our program offer to support and uplift all children, shifting their wellbeing to effectively engage and be agentic in the learning program. What could our program offer to support and uplift all children, shifting their wellbeing to effectively engage and be agentic in the learning program?

What could our program offer to support and uplift all children, shifting their wellbeing to effectively engage and be agentic in the learning program?

OAL: Develop a strong culturally responsive and inclusive environment whereby all children's 100 languages are acknowledged uplifting their agency to communicate their ideas and thoughts. Practice: Educators intentionally implementing inclusive practices, sustained shared thinking and thought provoking provocations, educators will stretch and challenge children's learning.

Within the analysis of the Ped Doc we will see all children being agent using their 100 languages, to communicate their wonderings, theories or ideas.

Where do we want to get to?

What we want to continue to build on:

Building educator capacity around Sustained shared thinking.

New staff: Marte Meo, Responsive Relationships Training

Engaging and reflecting on our Practice (alongside Jo O'Callaghan)

Building knowledge of consistent scaffolds and strategies to support children's social and emotional regulation

Continue Professional Development on Interoception. Understanding and proactively Responding to A child's Sensory Engine. DfE Inc Ed: Nicolle

Engaging and regulation profiling training through Partnership a Professional Learning Day on 12 September (Pupil Free day)

at we would like to achieve:

g families as partners in supporting children’s developing wellbeing and ability to regulate. Element 6.1 & 6.1.2

s have access to workshops (eg supporting your Bilingual child),are surveyed for input regarding decision making processes and invited for conversations with educators.

ducation Strategy 2019 to 2029 ‘Music exists in every culture and is a fundamental form of human expression. It is a vehicle to connect and y within our site, recognising and embracing children and young people of all cultures, experiences and abilities. **Collaborate with Christin**

capacity in educators knowledge and understanding of the benefits of music in children’s lives.

tend other Music Strategy PD. Decoding the Dots (Yilu and Elli) and twilight workshops.

e to work alongside community to create inclusive & meaningful Reconciliation Action Plan

e to work on Strategic Inclusion Plan with the whole site team. Whole site closure days 24th Jan and 7th March. Including PD by Leisl Vong together with Kaurna’.

de an opportunity to deeply understand the starting points and learning needs of all learners and how we can design learning experiences practice is most effective when it is embedded, informed, and shaped by NQS and the EYLF practices and principles (by utilising Collective

s can trust at least one adult

s are safe, included and welcomed

s are listened to

s culture and identity is recognised positively

s can navigate day-to-day-challenges

s feel and know how to be successful

s are adaptable because they have access to tools, resources and support

s are supported to have a go and persevere with new and complex learning

s feel safe so they can open their minds to learning

s can manage distractions to focus on learning

s can focus on learning because they don’t feel overwhelmed

30 children have a strong sense of identity

44 children have a strong sense of wellbeing

e 4: pg.50 children are confident and involved learners.

: 2.1.1: Wellbeing and Comfort Element and 6.1 Supportive

: 2.1.1: Wellbeing and Comfort Element and 6.1 Supportive relationships with families and 6.1.2 The expertise, culture, values and beliefs

ed and families share in decision making about their child’s learning and wellbeing.

Quality Standards – Key Improvements as Learning to Develop a strong and inclusive environment whereby all children’s 100 languages are acknowledged and their agency to confidently engage in the learning.




What do we want to achieve?	NQS links	How might we get there? Leavers for Impact	Timeline (by when) Roles & Responsibilities	Resources to give
Collaborate on the Quality Improvement Plan.		<p>Week O: Set up Lucky dip Provocation. Staff celebrate events and holidays from various cultures represented through their practice. (set up provocation in environment or intentionally play a cultural game alongside children.</p> <p>Co -create a CaFE Context resource tool. Tool to acknowledge all staff background, languages and strengths.</p> <p>Community events with families to involve acknowledging their diversity. Harmony day.</p>		

<p>Commitment to and be inclusive in and s of knowing, g, celebrating Torres Strait activities into our Action Plan</p>		<p>Seek family input for what they would like to see in the Reconciliation Garden.</p> <ul style="list-style-type: none"> - Liaise with community and council organisations where possible. - Involve the families and communities in the form of working bees. - Research and seek advise on plants that are perennial, attract native bees and butterflies – seek elder support to have official opening of the space. <p>Week O: Build educator Capacity re Kurna Culture. Invite Liesl Von Der Birch from Walking Together with Kurna to deliver PD on Pedagogy of Place.</p>		
<p>able to support all ate and ent their 100 gage in thinking e their learning.</p>		<p>PD training Alert Program. Providing staff with understanding of 8 Sensory systems. Strategies for educators to implement to support all children to run their engine in the just right zone so they can engage in the learning. All Staff to engage their Marte Meo Practices. (Yilu, Ivy, Zahra, Yifan, Masuma Nicole to</p>		

		complete 6 day practitioner course).		
<p>n Strategy</p> <p>music exists in</p> <p>nd is a</p> <p>rm of human</p> <p>s a vehicle to</p> <p>lebrate the</p> <p>our site,</p> <p>d embracing</p> <p>ung people of</p> <p>periences and</p>		<p>Collaborate with Christine Narroway to build capacity in educators knowledge and understanding of the benefits of music in children's lives. Connect to supports the wellbeing of children- supports with regulation. Teachers to attend termly twilight sessions (1hr 15mins) Build capacity.</p> <p>Staff attend other Music Strategy PD. Decoding the Dots (Yilu and Elli) and twilight workshops.</p>		

notes 'Giving it a go'

g impact - Are we doing what we said we would do?
 roving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement using appropriate font colour		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		Kangkulya Kuu		
		Karra Kuu		
		Yitpi Tarnanthi Kuu		
	Date your notes to ensure you track and monitor adjustments and progress of your plan from 24 th Jan onwards.			
Collaborate on Site Improvement Plan.	On a professional development day, the Karra team gathered to brainstorm about the Site Improvement Plan (SIP). We identified the main barriers in the Karra room and planned actions to reduce those barriers. We developed strategies to address limited social skills, including the use of small group activities.		Develop a plan for staff members to work collaboratively in small groups.	In Term 1, we will continue with small groups daily with a focus on feelings and Regulation. Hetty will embed "Handa's Surprise," colours, fruits, and vegetables work on the "Alexa" focusing on numbers, skills, and developing Karuna language number on sustainability, teaching composting and garden environmental responsibility
Commitment to respect and be responsive in multiple ways of learning and teaching and Torres Strait into our	Request parents write "welcome" in their home language and send photos of their cultural attire. Incorporating Aboriginal words into daily language is a wonderful way to honour and celebrate Indigenous culture. Nina Marni (Welcome) Kuu (Room) Using these words in greetings and everyday conversations can help create a more inclusive and culturally aware environment		Parents wrote the word "welcome" in different languages. Some parents emailed photos of their cultural attire to the educators for the Karra Family Wall. Educators spoke with most parents to learn about their home languages and countries. The children then created their own	Introducing more Aboriginal into the classroom and into daily routines. Utilising the room to enhance language and vocabulary development. Incorporating the "Head, Knees, and Toes" song in language, and using a character learning, especially when sunscreen or discussing

on Action		flags using textures and contributed to a Karra Cultural Tree in the room.	
able to ldren to herefore eir 100 engage in ommunicate	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter t
tion Strategy 'Music exists ure and is a form of ssion. It is a nnect and diversity re, and hildren and e of all eriences and	Following a professional development day focused on music strategies, staff are incorporating more music into daily activities.	Singing the "Nina Marni" song during group time to acknowledge the Country. Also using simple songs like "Hello to You and Hello to You" during group time. For older children, they are introducing songs such as "Copy Cat, Copy Cat.	

l we learn?			
ss have we made?			
e to enter text.			

What factors have been critical for success?

Click here to enter text.

What factors have impeded progress? How will we work through this?

Click here to enter text.

What have we learned?

Click here to enter text.

What should we stop?

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