

File Reference:  
(if applicable)



Australian Children's  
Education & Care  
Quality Authority

# National Quality Standard Assessment and Rating Report

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Service Name

Baringa Child Care Centre

Service Approval Number

SE-00009748

Provider Name

Baringa Childcare Centre Incorporated

Provider Approval Number

PR-00005806

Assessment & Rating Number

ASR-00016829

Report Status

Final

Date Report  
Completed

13 December  
2016

# About this report

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## *Purpose*

The purpose of this report is to give the approved provider notice of the outcome of the rating assessment and the rating levels for their education and care service (under section 136 of the Education and Care Services National Law).

The goals of the report are to provide:

- an assessment of the education and care service against the National Quality Standard (NQS) and the National Regulations
- the reasons for rating the service at each level
- support for the ongoing quality improvement of the education and care service

## *The rating system*

The National Regulations prescribe the rating levels within the assessment and rating process (regulation 57). The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

Further information on how ratings are determined is available in the Guide to Assessment and Rating for Services, available on the ACECQA website at [www.cecqa.gov.au](http://www.cecqa.gov.au).

# Assessment and rating visit details

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## Type of service

Long Day Care



Outside School Hours Care (OSHC)



Family Day Care



Preschool/Kindergarten



Nominated Supervisor

Judith Small

Educational Leader

Melissa Heath

Primary Contact  
(for assessment & rating)

Judy Small

Quality Improvement Plan  
Date Received

16 September 2016

## Visit/s

Date

16 November 2016

## Authorised officers

Name 1

Brigid Donohoe

Name 2

## Further information (if applicable)

## Quality Area 1 – Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	Met
1.1.4	The documentation about each child's program and progress is available to families.	Met
1.1.5	Every child is supported to participate in the program.	Met
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.	Met

### Evidence for Standard 1.1

Learning environments have been set up throughout the centre to allow child to explore their areas of interest and support each child to develop a sense of identity and their understanding of the world. Information about the centre philosophy under headings such as 'play' and 'relationships' were interestingly displayed throughout the centre and references to the Early Years Learning Framework were included on learning stories displayed. Children were engaged in setting up activities such as helping an educator to choose and take paints to a table and thinking about what was needed. For example, a girl asked 'how are we going to clean our brushes?' Opportunities for children to be inside or outside were available during the assessment visit and children seemed comfortable and familiar with exploring different spaces. Toddler age children were supported by an educator to explore paint and collage materials in the preschool room, and preschool age children were climbing trees in the nursery playground. Photos of children and family groups were displayed in rooms and children's artwork was framed and displayed. In the nursery a display included the child's name and statement from parents about something the child enjoys. An art area in one room included displays of works by famous artists and information about the associated country and a child had replicated a desert scene by Sidney Nolan. Evidence of exploration of literacy and numeracy were observed in all rooms. A child's birthday was used to explore numbers and counting in the nursery and toddler's interest in letters were supported by letters created on the floor using masking tape.

Educators demonstrated that they view children as active participants and decision makers by giving them choices about where they wanted to be, what they wanted to do and how they wished to participate. Programmed activities are based on children's interests such as information and resources in response to a shared interest in bugs in one group, a range of transportation

information and play opportunities in response to another groups interest in all forms of transport and a bike day organised to respond to some children's interest in bikes. Representations of a range of cultures were also visible in the centre such as words from different languages as well as music, song, food and animals relating to different cultural backgrounds. A child brought in salami, which his family makes at home, to share with children during a meal. Stories were displayed showing how children had shared photos of their travels abroad and maps were used to identify different countries. Children were observed initiating and organising activities for themselves such as a group of boys who were riding down along a gully in the cement path, pushing their bikes up again and going down again repeatedly and a toddler who had spread sand on the cement around the nursery sandpit so that he could sweep it back in.

Routines at the service provide structure while being flexible enough to cater to children's needs on a day to day basis. A routine displayed as a linear display in the preschool room included pictures and words and a flexible routine and program guide was displayed in a toddler room. Educators asked children where they would like to set up morning tea and children assisted with the set up, served themselves food and poured drinks. Children were also observed independently going to wash their hands before eating. Educators engaged children in conversations about routines and used opportunities to encourage learning and responsibility. For example, an educator reminded a child about leaving food for others when serving himself morning tea and when a child asked an educator what was for lunch he prompted the child to identify what day it was before reading from the displayed menu. When a child asked an educator to do something with them she answered 'I'd love to do that but there is not another educator inside so I need to stay with the morning tea. Would you like me to have morning tea in here with me?' The child smiled and agreed. Siblings were able to be together. For example a girl who was unsettled spent some time with her brother in the preschool and an older sister was sitting in the nursery playground with an educator who was nursing her brother on his second day at the centre. Educators are conscious of older children needing their own space and a child asked when he wanted his younger brother to go back to his own room.

Information is available to families in a number of ways. The routines and program plans are displayed in rooms. Children's work is also displayed as well as information about what children are learning from activities and experiences. Observations of children's experiences included reflection, intentional teaching and evaluation. The Quick elm software program is used at the centre and this makes information available to parents. They receive a notification through a connected application which then allows them to see any information about their child. Observations are linked to program and planning through the system and also creates an eportfolio for each child. The eportfolio can be printed, emailed or downloaded onto the application according to the preferences of families. Information about toileting, food intake and sleep is also recorded and available to families on a daily basis. Educators and families exchange information in an ongoing way at drop off and pick up times and educators discussed a number of ways information from parents has been used to support children and develop the program. For example, a bike day was organised in response to a conversation with a parent.

Children are supported to participate in the program by educators taking their temperaments, interests and abilities into consideration and communicating with families to provide appropriate support. A primary care system is in place for babies and throughout the centre educators support children's attachments to particular educators. This has assisted a preschool aged child to become more confident with toileting. Educators in all areas spoke about drawing on information from families to support the participation of quieter children. For example, a toddler who did not speak responded verbally to read words on a flash card and the educator followed through on suggestions from parents in relation to his interest in the alphabet. An educator discussed how they set up a variety of options for group time participation to engage different children and make sure that the environment provided quiet spaces as well as opportunities for risk to cater for the range of children's preferences. An educator observed that hunger might be a trigger for a child's aggressive behaviour and successfully resolved the issue by providing opportunities for him to eat earlier.

Children were given agency to make decisions about how they constructed their own learning during the majority of the day; they could choose when and where they ate, what activities they wished to do and where they wanted to be in the centre. Environments were set up in a way that promoted autonomy with resources available on low shelving and educators responsive to children's cues. For

example:

- When children who wished to climb the new beehive structure were given a choice of which educators they wanted to support them their confidence to attempt the climb increased.
- When a child approached an educator with some paintbrushes she asked 'Would you like me to get some paint?' and the child said 'red and purple'. A child participating in the art experience indicated the paintbrushes and asked 'how can we clean them?' and was supported to access a container of water. Children assisted each other to put paintings on a bench to dry by holding paintbrushes for each other.
- When water spilled on the table an educator said to a child 'It (child's artwork) looks really nice with water spilled on it' but when she noticed the child's scrunched up face commented 'you don't like it'. She then assisted the child to choose whether she wanted to put it in the bin or let it dry before making that decision.
- A toddler aged child who was asked if he was ready to go to the toilet responded 'No, one minute'. When a child with a watch told an educator it was 'hungry time' she asked if he wanted to wash his hands for morning tea. A preschool child climbing a tree responded to an educators query about whether he needed help with 'N-O, No".
- Toddlers were informed by educators when a storytelling activity was about to start and given the choice of joining.
- Two girls enthusiastically showed the authorised officer the resources and equipment in the home corner of their room, expressing satisfaction with all the things that were available to them.

**Standard 1.1 is rated**

**Exceeding NQS**

Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.	Met
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	Met
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Met

## Evidence for Standard 1.2

QKeYLM software is being used by educators at the centre as a tool to connect observations to planning, evaluation and assessment of children's learning. Educators have access to iPads which allow them to record and track observations for each child. Observations are then linked to forward planning and printouts of these were displayed in rooms with planned experiences for each day linked to comments on individual or groups of children, associated triggers and intentional teaching. Examples included musical experiences planned in the nursery in response to a child tapping sticks in the playground, box construction planned to extend on tower building, discussion of herbivores and carnivores to extend on interest in dinosaurs and discussion of the effect of rubbish in the ocean on animals following an incursion. Evaluation of experiences are used to plan further extensions of the program.

Whiteboards are also used in the centre to record the daily program and any spontaneous experiences.

Progress summaries are completed for each child every three months under the headings of Identity, Community, Wellbeing, Learning, Communication and Other. Summary reports sighted during the assessment visit provided unique and individual reflections of children.

Intentional teaching and scaffolding of children's learning is based on close observations of children and reflection on opportunities to extend learning. Intentional teaching opportunities were identified in program planning and educators were observed using spontaneous 'teachable moments' during the assessment visit.

Examples include:

- An educator observed that a toddler was not comfortable to be away from a corner of the room and planned a sequence of experiences to support him to extend his comfort zone safely.
- An educator noticing a child counting drink bottles as she packed up planned a counting activity.
- Resources such as games and bug catchers provided in response to children's interest in bugs.
- An educator planning sensory experiences outside to extend on indoor sensory experiences.
- An educator assisting a child to learn how to place a roof panel on the dolls house.
- Exploration of emotions following a young child recognising that another child was unhappy

and offering his drink bottle.

Critical reflection has been facilitated at the centre by the implementation of weekly meetings by team leaders to lead change following the assessment and rating process. Educators have been strongly encouraged by the nominated supervisor to take responsibility at an individual level for what is happening in the centre and have responded well to this. The educational leader has worked with educators to gather data, assess a situation and refer to theoretical frameworks to assist them to respond appropriately. For example, attachment theory was used to assist educators to respond appropriately to a child who was upset when Wiggles music was not being played. Critical reflection has resulted in a number of changes of environment and looking at options for children who did not want to participate in group time in the preschool. The composition of groups were considered in relation to personalities, development and interests. Questions seen in the nursery reflection journal included 'What do you love about our indoor environment?', 'How can we improve our indoor environment?' and 'How do we promote children's agency?'. Educators reflected on toys being spread throughout the area and decided to set up two constant areas and a third which changes each week according to children's interest. Responses to the question 'Did you have any one-on-one time with a child today?' in a toddler room elicited a number of descriptions of interactions with children.

**Standard 1.2 is rated**

**Exceeding NQS**



## Quality Area 1 summary

QA1 Minor Adjustment Notes

QA1 Quality Improvement Plan Notes

Educators are encouraged to continue to reflect and experiment to find a balance of choice and structure that supports all children's learning.

QA1 Compliance Notes

For Quality Area 1, is there an unacceptable risk to the health, safety or wellbeing of children?

No

Regulation 62(2) prescribes that an Exceeding National Quality Standard rating may only be given for Quality Area 1 for an education and care service that educates and cares for children who are in the year that is 2 years before grade 1 of school if the service either provides a preschool program or has a documented arrangement with an approved provider of another education and care service to provide a preschool program and informs parents of this arrangement.

Does the service educate and care for children who are in the year that is 2 years before grade 1 of school?

Yes

Does the service have a preschool program? A preschool program means an early childhood educational program delivered by a qualified early childhood teacher.

Yes

**Quality Area 1 is rated**

**Exceeding NQS**

## Quality Area 2 – Children’s health and safety

<b>Standard 2.1</b>	<b>Each child’s health is promoted.</b>	
2.1.1	Each child’s health needs are supported.	Met
2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.	Met
2.1.3	Effective hygiene practices are promoted and implemented.	Met
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.	Met

### Evidence for Standard 2.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 2.1 is rated**

**Meeting NQS**

<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	Met
2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.	Met

**Evidence for Standard 2.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 2.2 is rated** **Meeting NQS**

<b>Standard 2.3</b>	<b>Each child is protected.</b>	
2.3.1	Children are adequately supervised at all times.	Met
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	Met
2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	Met

### Evidence for Standard 2.3

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 2.3 is rated**

**Exceeding NQS**

## Quality Area 2 summary

QA2 Minor Adjustment Notes

QA2 Quality Improvement Plan Notes

QA2 Compliance Notes

For Quality Area 2, is there an unacceptable risk to the health, safety or wellbeing of children?

No

**Quality Area 2 is rated**

**Meeting NQS**

## Quality Area 3 – Physical environment

<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service.</b>	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.	Met
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	Met
3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.	Met

### Evidence for Standard 3.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 3.1 is rated**

**Meeting NQS**

<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play.</b>	
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.	Met

**Evidence for Standard 3.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 3.2 is rated** **Meeting NQS**

<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future.</b>	
3.3.1	Sustainable practices are embedded in service operations.	Met
3.3.2	Children are supported to become environmentally responsible and show respect for the environment.	Met

**Evidence for Standard 3.3**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 3.3 is rated** **Meeting NQS**



### Quality Area 3 summary

QA3 Minor Adjustment Notes

QA3 Quality Improvement Plan Notes

QA3 Compliance Notes

For Quality Area 3, is there an unacceptable risk to the health, safety or wellbeing of children?

No

**Quality Area 3 is rated**

**Meeting NQS**

## Quality Area 4 – Staffing arrangements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</b>	
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	Met

### Evidence for Standard 4.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 4.1 is rated**

**Exceeding NQS**

<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
4.2.1	Professional standards guide practice, interactions and relationships.	Met
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.	Met
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.	Met

**Evidence for Standard 4.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 4.2 is rated** **Exceeding NQS**

## Quality Area 4 summary

QA4 Minor Adjustment Notes

QA4 Quality Improvement Plan Notes

QA4 Compliance Notes

For Quality Area 4, is there an unacceptable risk to the health, safety or wellbeing of children?

No

**Quality Area 4 is rated**

**Exceeding NQS**

## Quality Area 5 – Relationships with children

<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child.</b>	
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.	Met
5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	Met
5.1.3	Each child is supported to feel secure, confident and included.	Met

### Evidence for Standard 5.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 5.1 is rated**

**Meeting NQS**

<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</b>	
5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.	Met
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met
5.2.3	The dignity and rights of every child are maintained at all times.	Met

**Evidence for Standard 5.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 5.2 is rated** **Meeting NQS**

## Quality Area 5 summary

QA5 Minor Adjustment Notes

QA5 Quality Improvement Plan Notes

QA5 Compliance Notes

For Quality Area 5, is there an unacceptable risk to the health, safety or wellbeing of children?

No

**Quality Area 5 is rated**

**Meeting NQS**

## Quality Area 6 – Collaborative partnerships with families and communities

<b>Standard 6.1</b>	<b>Respectful and supportive relationships with families are developed and maintained.</b>	
6.1.1	There is an effective enrolment and orientation process for families.	Met
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Met
6.1.3	Current information about the service is available to families.	Met

### Evidence for Standard 6.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 6.1 is rated**

**Exceeding NQS**



<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about childrearing are respected.</b>	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.	Met
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.	Met

**Evidence for Standard 6.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 6.2 is rated** **Exceeding NQS**

<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</b>	
6.3.1	Links with relevant community and support agencies are established and maintained.	Met
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	Met
6.3.3	Access to inclusion and support assistance is facilitated.	Met
6.3.4	The service builds relationships and engages with their local community.	Met

**Evidence for Standard 6.3**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 6.3 is rated** **Exceeding NQS**

## Quality Area 6 summary

QA6 Minor Adjustment Notes

QA6 Quality Improvement Plan Notes

QA6 Compliance Notes

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

No

**Quality Area 6 is rated**

**Exceeding NQS**

## Quality Area 7 – Leadership and service management

<b>Standard 7.1</b>	<b>Effective leadership promotes organisational culture and builds a professional learning community.</b>	
7.1.1	Appropriate governance arrangements are in place to manage the service.	Met
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	Met
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.	Met
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.	Met
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.	Met

### Evidence for Standard 7.1

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 7.1 is rated**

**Exceeding NQS**

<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement.</b>	
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.	Met
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	Met
7.2.3	An effective self-assessment and quality improvement process is in place.	Met

**Evidence for Standard 7.2**

Observed practice indicated that previous rating has been maintained.  
 See final assessment and rating report dated 26 November 2015.

**Standard 7.2 is rated** **Exceeding NQS**

Standard 7.3	Administrative systems enable the effective management of a quality service.	
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.	Met
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.	Met
7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.	Met
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.	Met
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	Met

### Evidence for Standard 7.3

Observed practice indicated that previous rating has been maintained.

See final assessment and rating report dated 26 November 2015.

**Standard 7.3 is rated**

**Meeting NQS**

## Quality Area 7 summary

QA7 Minor Adjustment Notes

QA7 Quality Improvement Plan Notes

QA7 Compliance Notes

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

No

**Quality Area 7 is rated**

**Exceeding NQS**

# Assessment and rating summary

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<b>Quality Area 1 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 2 is rated</b>	<b>Meeting NQS</b>
<b>Quality Area 3 is rated</b>	<b>Meeting NQS</b>
<b>Quality Area 4 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 5 is rated</b>	<b>Meeting NQS</b>
<b>Quality Area 6 is rated</b>	<b>Exceeding NQS</b>
<b>Quality Area 7 is rated</b>	<b>Exceeding NQS</b>
<b>Overall rating</b>	<b>Exceeding NQS</b>



### Summary comments

Baringa Child Care Centre management and educators have engaged in a range of professional development and critical reflection to actively engage with the principles and practices of the Early Years Learning Framework, following the first assessment and rating of the service in 2015. They have explored new ideas in relation to the environment, program and routines to achieve better quality outcomes for children in relation to agency and engagement in routines, and this process has had positive impacts on program planning and more effective focus of educators knowledge and skills. Through the reassessment process the centre has achieved a rating of Exceeding National Quality Standard.

Minor adjustment notes summary	
Quality Area 1	
Quality Area 2	
Quality Area 3	
Quality Area 4	
Quality Area 5	
Quality Area 6	
Quality Area 7	

Quality improvement plan notes summary	
Quality Area 1	Educators are encouraged to continue to reflect and experiment to find a balance of choice and structure that supports all children's learning.
Quality Area 2	
Quality Area 3	
Quality Area 4	

Quality Area 5

Quality Area 6

Quality Area 7

**Compliance notes summary**

Quality Area 1

Quality Area 2

Quality Area 3

Quality Area 4

Quality Area 5

Quality Area 6

Quality Area 7