



6.1 Coordinator Visits and Monitoring the Quality of Care Policy

Policy number: 6.1
Date last reviewed: February 2025
Reviewed by: Child Care Team

This policy relates to	
National Quality Standards Early Childhood Education & Care	

Purpose

Coordinators visit educators regularly to ensure that the individual needs of children are being met and that the quality of care and safety standards are maintained. Coordinators resource and support educators through discussion on care issues and ways to meet children’s needs.

Policy

Coordinator visits to educators involve spending time in the home, observing and interacting with both children and adults. Educators are encouraged to continue with their normal routine. From their observations and contact with parents, children and educators, coordinators discuss and provide feedback and suggestions to the educator on ways to extend the learning opportunities, quality of care, daily practises and interactions with children. Visits are unannounced and occur at varying times and days of the week for new educators for the first year or as long as assessed to be necessary. However, if there is a particular issue to discuss with an educator, an appointment may be made. Educators that are consistently meeting all requirements after 1 year have their visits scheduled at an agreed frequency to meet the needs of the educator, and this can range between 1-6 weeks. Coordinators will have contact also by email, phone calls and skype/facetime.

The service aims for consistency of coordinators visiting educators and children, as this allows strong professional relationships to develop, and helps provide children with a consistent bond with a coordinator.

To ensure quality of care, Coordinators may:

- Aim to visit new educators on a weekly basis to assist them develop into their role through training and discussion. Acknowledgment will be made for educator’s previous experience and qualifications in child care;
- Visit all educators as often as is necessary at varying times unannounced to assess and monitor the care in line with the National Quality Standards and Early Years Learning Framework. Visit frequency varies with consideration given to educator’s individual support and development needs. Include as a priority school holiday visits to educators who are providing care to school aged children;

- Arrange visits out of core hours and weekend visits where necessary to ensure quality of care being provided at all times. These visits may be conducted in person, or through another medium such as skype or facetime depending on the needs of the educator and children;
- Assist educators by modelling positive quality practices on home visits reflected in the National Quality Standards to promote the best learning outcomes for children. Assist and be available to discuss issues where children, families or the educator may need further information or support;
- Visit new children commencing with the service, take observations and contact parents in their preferred method of contact to discuss the settling of the child and to obtain feedback from the family on their experience with the coordination unit and educators service. Contact can include email communication or telephone calls;
- Maintain ongoing contact with families to ensure quality of care is maintained and issues are addressed.

Records are kept verifying the Coordinator visit and noting key issues discussed and negotiated items to follow-up by either educator or Coordinator. A copy of the visit sheet is retained by both the educator and the service. Internal processes ensure that documented issues are followed up by the service.

Many aspects of an educator's role will be viewed and discussed on home visits including:

- Educator's observations and planning;
- Educator's selection of resources and ideas to extend and vary activities;
- Children's learning opportunities and development including strategies to promote positive behaviour;
- Provision of a safe and stimulating environment for children;
- Accountability provisions in relation to completion of attendance records and receipts;
- Regulatory requirements in relation to record keeping for medication administration, outings, excursions, educators coming together, play session forms and incidents;
- Professional development opportunities;
- Quality improvement plans;
- Feedback from families will also be shared with the educator.

Any identified breach in regulations or service policy will be discussed and documented. Outcomes will also be documented. Action plans will be implemented to outline the expectations of the service with time frames for outcome to be achieved.

Procedures recommended for addressing concerns about quality of care

- (1) The issues of concern are identified. Coordinators should note the section of regulations or policies being breached and/or the impact on the care of the children and/or families. If the Coordinator is unsure about the issue, they should advise the educator of this and consult with Manager and then advise the educator of the outcome. In some cases, the Coordinator may arrange for a further visit to better identify the issues.

Note: *If there is a concern, about the safety of children in the educator's home, Child Protection procedures should be followed – refer Policy 7.3*

- (2) The Coordinator has a discussion with the educator in which:
 - The educator is given feedback in areas where their care meets or exceeds the minimum standards;
 - The issues of concern are discussed;
 - Feedback is sought from the educator if they have any issues of concern with the service; and
 - A plan of action, including time frames, is negotiated with the educator. For potential hazards, this would be documented on a Hazard Form. For quality of care issues, this plan would be documented on a visit sheet and an Action Plan which is signed off by the Manager. The action plan may include further training requirements for the educator or increased monitoring of care.

Note: *In instances where the educator has put children at risk, immediate cancellation of the educator's registration with the service can occur. The Coordinator can remain at the home until children have been collected or until the safety issue has been resolved*

- (3) If the issues are not resolved, or if the issue is deemed to be of a more serious nature, the Coordinators or the Manager may hold a formal meeting or discussion with the educator to:
 - Outline the issues of concern;
 - Outline the assistance that would be provided by the service to address the issues;
 - Negotiate a plan of action, including time frames, and negotiate a time for review of the plan of action;
 - In serious situations, the service may suspend the educator's registration immediately.

The decisions made from the discussion should be documented and a copy provided to the educator. The educator should also be given clear written information about the potential outcomes of issues not being addressed. The Early Childhood Officer from the Office for Early Childhood Education and Care will be informed of any serious situations where children are seen to be at risk.

Consideration should also be given, in this and all subsequent steps, to address any communication barriers for the educator, including language, literacy, cultural or other barriers, and

- (4) If the issues are not resolved and provided the quality of care to the child is not adversely affected, further meetings/discussions may be scheduled with the educator to review the plan of action. This may also include increased visiting by the coordinator.
- (5) If the issues are still not resolved, the educator's registration with the service may be suspended or cancelled.

If this occurs, Beaucare may:

- inform the educator that they have the right to make oral and written submissions to have the decision reviewed within 14 days; and
- consider any oral or written submissions of the educator that may clarify any issues or change the decision to suspend their registration

As a result of submissions, Beaucare should respond giving reasons for either of the following:

- removal of the suspension; or
- continuation of the suspension for a specified period, to allow any outstanding issues to be addressed; or
- cancellation of the contract with the educator with reasons provided for the cancellation, and information of avenues available for the decision to be challenged (e.g. Anti-discrimination Commission)

Coordinator Safety

As coordinators are expected to conduct home visits to various homes, some of which are unknown, isolated or potentially high-risk, they are to follow safety guidelines to ensure their own protection:

- Coordinators are to 'sign on' with the office via telephone if they are not commencing their day at the office, and to 'sign off' at the end of the day.
- Prior to initial visits with new educators or families, coordinator should ensure that the address and contact number of the educator or family is documented at the office.
- In situations where there are concerns about potential hazard or risk, two coordinators should attend the visit. If this is not possible, a contact coordinator should be nominated to make a phone call to the visiting coordinator 15 minutes into the visit, enabling them to safely leave the home if necessary.
- If the coordinator is conducting out-of-hours visits or training, they should nominate a contact person that they will advise when they arrive at the venue, and again when they

return home. The contact person should have emergency contact details for the visiting coordinator in the event that they cannot be reached.

- If at any point during a visit the coordinator feels uncomfortable or unsafe they are to immediately excuse themselves from the home.

Relevant Legislation

Education and Care Services National Regulations 2011 Section 73,76

Education and Care Services National Law Act 2010 Section 168

National Quality Standards 2012

Key Resources

Belonging, Being, and Becoming The Early Years Learning Framework in Australia

Educators Belonging, Being, and Becoming Educator's Guide to the Early Years Learning Framework

Early Years Learning Framework in Action Educators Stories and models for practice

My Time, Our Place Framework for School Aged Care in Australia

Educators My Time, Our Place Educator's Guide to the Early Years Learning Framework

My Time, Our Place Promoting Collaborative Partnerships between School Aged Services and Schools

Assessing for Learning Development in the Early Years using Observation Scales Reflect Respect Relate

Family Day Care Australia

www.fdca.com.au

National Quality Standards

Guide to the Education and Care Services National Law and Care Services National Regulations 2011

Related Policies

[Appendix F QIP and Quality of Care](#)