



6.7 Quality of Care Policy

Policy number: 6.7
Date last reviewed: February 2024
Reviewed by: Child Care Team

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

Purpose

Beaucare Child Care Service aims to consistently provide and improve the quality of care for all children in the service and this is reflected in our practices procedures and policies.

Policy

The Service aims to provide and maintain a high standard of childcare at all times. It is the responsibility of Coordinators and educators to monitor the quality of care being provided. The service actively participates in a process of Quality Improvement within the National Quality Standards including a process of reflection and continuous improvement.

Every effort will be made to assist parents or educators who raise concerns about the quality of care to resolve those concerns through negotiation and discussion, with attention to the rights and responsibilities of all of the parties involved.

Appropriate action will be taken by the service to rectify a loss of standards or any breach of regulation.

Every attempt is made to ensure that Quality of Care is:

- Reflective of the service’s philosophy, aims and objectives;
- Individual, personal and specific to each child’s needs;
- Nurtures each child’s self-esteem, self-reliance and competency;
- Promotes learning for all developmental areas, based on family life;
- Ensures that a wide range of activities are available to meet the interests and developing needs of each child;
- Meets the individual needs of children from different cultures and religions, and values minority groups;



- Meets the individual needs of children with disabilities and other special needs;
- Reflects the diversity of our society;
- Promotes and maintains open communication between each child's family and the educator;
- Ensures that children at all times are cared for in a safe and hygienic environment;
- Food provided to a child by the educator is sufficient and nutritious and considers the child's health, allergies, cultural and religious requirements or preferences;
- Ensures that behaviour management techniques practised maintain that the dignity and rights of the child are respected at all times and that positive guidance is used to assist a child to substitute appropriate for inappropriate behaviour.

Educators are responsible for reporting to the service any changes to their service or environment that may be perceived to impact the quality of care.

The Quality Improvement Plan is an ongoing process that is conducted by both the service and educators, incorporating critical reflections that develop ongoing improvements.

Interactions with Children

Educators should ensure that they are providing education and care to all children in the service in a way that:

- Encourages the children to express themselves and their opinions;
- Allows the children to undertake experiences that develop self-reliance and self-esteem;
- Maintains at all times the dignity and rights of each child;
- Gives each child positive guidance and encouragement toward acceptable behaviour;
- Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Relationships in Groups

The educator should provide children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

The educator should ensure that they treat their own children and children in care in a fair and consistent way. Coordinators are able to assist educators with any challenges they may encounter with this.

Routines

Educators are required to have a current Daily Routine. This routine should be flexible to the needs of children in care, and should ensure that the needs of all children can be met throughout the day. The routine should include regular opportunities for children to engage in social play and collaborative experiences.

Routine times should be positive experiences for both child and educator, and can be used as intentional teaching opportunities.

Relevant Legislation

Education and Care Services National Regulations 2011
Education and Care Services National Law Act 2010
National Quality Standards
National Standards for In Home Care

Key Resources

Service Philosophy
Australian Government Department of Education and Training: *Child Care Service Handbook*
<https://www.education.gov.au/child-care-service-handbook>
The Early Years Learning Framework in Action.
Belonging, Being & Becoming- Educators Guide to the Early Years Learning Framework Get Up & Grow.
Assessing for Learning and Development in the Early years using Observation Scales Reflect Respect Relate
My Time My Place Framework for School Age Care in Australia