**NQS COMPLIANCE CHECKLIST : Name of Service : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE**

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| GUIDANCE FOR CHILDREN OF ALL AGES AND ALL SERVICE TYPES |
| QA STANDARD ELEMENT | AVAILABLE TO SIGHT | LOCATION | NOTES | ü |
| Approved Learning Framework1.1.1 | Documented program, Planned experiences, Daily report, variety of Observations (running record, jottings, anecdotal language transcript, etc.), Learning stories and Children’s goals | * Classroom wall
* Programming folder
* Children’s portfolios
* Children’s individual files
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| Child-centred1.1.2 | Documented program | * Daily reports
* Children’s individual file / Enrolment form
* Programming folder
* Programming wall
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| Program Learning Opportunities1.1.3 | Daily routine, Lesson plans, Daily report, Observations, Portfolios, Policies and Written program | * Visibly displayed in the learning environment
* Policy folder
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| Intentional Teaching1.2.1 | Documented program, Documented reflective practice, Team meeting minutes, Lesson plans and Observations | * Reflective practice folder/programming folder
* Individual children’s records and observations
* Portfolios
* Team meeting folder
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| Responsive Teaching and Scaffolding1.2.2 | Program & critical reflection, Documentation of children’s learning, development, wellbeing and engagement, Projects demonstrating children’s lead, investigation and collaboration with families and community | * Individual children’s portfolio or online documentation
* Program displayed on walls
* Project book
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| Child Directed Learning1.2.3 | Service philosophy, Program and critical reflection, Children’s work, Observations | * Information to be displayed (Foyer area)
* Program and critical reflection folder
* Programming folder
* Children’s work samples displayed
* Daily report
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| Assessment and Planning Cycle1.3.1 | Observations, Learning story, Family feedback and participation, Lesson plans and evaluations and Reflective practice | * Children’s individual file
* Programming folder
* Service software program
* (E.G: KindyHub, Storypark)
* Children’s work is displayed respectfully
* Children’s voice displayed in foyer area
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| Critical Reflection1.3.2 | Critical reflection documentation, Strategic inclusion plan and how the Service reflects on adaptations made to reduce barriers to participation | * Programming documentation
* Program displayed
* Family feedback documentation
* Leadership and management documentation
* Inclusion Support documentation
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| Information for Families1.3.3 | Communication with families (emails, conversations, meetings, parent-teacher meetings, phone calls, communication book), Transition statements for children transitioning to school and Observations | * Individual children’s file
* Program reflection
* Service audits/surveys
* Feedback forms
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| Additional Guidance For FDC1.1.1 | Documentation that supports the development of the Program. Reflection of learning outcomes leading to new goals being identified for children that intentionally supports aspects of learning | * Individual children’s observations
* Portfolios
* Displays / presentations
* Program reflection documentation
* Critical reflection documentation
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| Additional Guidance For OSHC1.1.1 | How activities outside the home are incorporated to provide a range of experiences to support children in achieving the outcomes of the approved learning framework | * Individual children’s observations
* Portfolios (option)
* Displays on walls
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| Additional Guidance For OSHC1.3.1 | Children’s participation in the Program, Program Reflection and Critical Reflection. Children’s individual records – stating goals and development | * Programming folder/documentation
* Wall display
* Children’s observations and / or portfolio
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| Additional Guidance For OSHC1.3.3 | Documented evaluation of children’s wellbeing, learning and development that is shared with families | * Program evaluation
* Program
* Observations
* Portfolios (Option)
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| Additional Guidance For OSHC1.3.3 | Paediatricians, Child welfare workers, EC intervention services, psychologists, or other therapists | * Individual children’s records
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| Additional Guidance For OSHC1.3.3 | Opportunities for families and children to conveniently comment or provide feedback about the Program | * Space for feedback directly on the Program
* Daily diary
* Communication book
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Completed by : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_