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

QUALITY AREA 3: PHYSICAL ENVIRONMENT

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| GUIDANCE FOR CHILDREN OF ALL AGES AND ALL SERVICE TYPES | | | | |
| QA STANDARD ELEMENT | AVAILABLE TO SIGHT | LOCATION | NOTES | ü |
| Fit for Purpose  3.1.1 | Services approach to grouping of children, indoor and outdoor plans (including soft fall information), daily safety checklists, equipment and furniture audits.  Program reflection including changes within the environment (furniture and equipment etc.) and Routine | * Classrooms * Office – safety inspections/checklists * Office – equipment registers |  |  |
| Fit for Purpose:  ***Continued*** 3.1.1 | Safety Data Sheets (SDS) for chemicals and cleaners | * Office – safety inspection/checklists file * Laundry * Storage areas |  |  |
| Upkeep  3.1.2 | Premises, furniture, equipment and toys are safe, clean and in good repair, maintenance & safety inspection documents and schedule for the cleaning of buildings, premises, furniture and equipment | * Visible throughout the Service * Maintenance and/or safety checklists * Cleaning checklist/schedules |  |  |

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| Upkeep  ***Continued*** 3.1.2 | Evidence that equipment meets Australian Safety Standards (E.g. cots, highchairs) | * Office – dedicated file for certificates and warranties |  |  |
| Upkeep  ***Continued*** 3.1.2 | Completed risk assessments of the physical environment | * Office – dedicated file for risk assessments |  |  |
| Inclusive Environment  3.2.1 | Evidence that the outdoor program is given equal attention to the indoor program | * Outdoor program |  |  |
| Inclusive Environment  ***Continued*** 3.2.1 | Inclusion support plans and programs, family meeting minutes and related Service meeting minutes | * Children’s individual file * Philosophy * Meeting minutes archive |  |  |
| Inclusive Environment  ***Continued*** 3.2.1 | Evidence that all educator staff work collaboratively with family members, specialists and/or resource agencies to: plan for the inclusion of children with additional needs, access adaptive equipment as required and  facilitate access to support services required | * Child’s individual record * Program * Emails * General correspondence |  |  |
| Resources Support Play-based Learning  3.2.2 | Well-equipped outdoor space for children, including resources in adequate number and suitable to promote learning and influence children’s ideas | * Outdoor environment * Written program |  |  |

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| Resources Support Play-based Learning  ***Continued*** 3.2.2 | Elements that allow for appropriate risk taking | * Classrooms * Outdoor environment |  |  |
| Environmentally Responsible  3.2.3 | Elements from nature such as plants, trees, edible gardens, rocks, mud, and water | * Outdoor environment |  |  |
| Environmentally Responsible  ***Continued*** 3.2.3 | Environmental and sustainability strategy | * Displayed on entry wall * Policy manual (dedicated policies) * Philosophy |  |  |
| Environmentally Responsible  ***Continued*** 3.2.3 | Evidence that information and ideas about sustainable practices are regularly shared with families | * Newsletters * Noticeboard * Emails * Displays and presentations |  |  |
| Environmentally Responsible  ***Continued*** 3.2.3 | Documentation of children’s learning about environmental and sustainability issues | * Program evaluation * Daily diary / communication book * Individual children’s observations and/or portfolio * Children’s work samples * Photographs |  |  |

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| Additional Checks | Laundry facilities are available or arrangements have been made to deal with soiled clothing, nappies, and linen, including hygienic storage prior to their disposal or laundering | * Laundry and nappy change area |  |  |
| Additional Checks  ***Continued*** | Adequate developmentally and  age-appropriate toilet, washing, and drying facilities are provided for children | * Children’s bathrooms |  |  |
| Additional Checks  ***Continued*** | Classrooms are well ventilated and have adequate natural light | * Classrooms |  |  |
| Additional Checks  ***Continued*** | Classrooms are maintained at a temperature that ensures the safety and wellbeing of children | * Classrooms |  |  |
| Additional Checks  ***Continued*** | Nappy change areas (If service caters for children wearing nappies or children under three) have at least one properly constructed nappy changing bench | * Nappy change area |  |  |
| Additional Checks  ***Continued*** | Documentation that demonstrates links between chosen resources and learning outcomes for children | * Nappy change area |  |  |
| Additional Checks  ***Continued*** | Nappy change areas cannot be accessed by children without an educator/carer | * Nappy change area |  |  |

Completed by : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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