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

**QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES**

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| GUIDANCE FOR CHILDREN OF ALL AGES AND ALL SERVICE TYPES | | | | |
| QA STANDARD ELEMENT | AVAILABLE TO SIGHT | LOCATION | NOTES | ü |
| Engagement with the Service  6.1.1 | Enrolment and orientation procedure including relevant documentation, Parent handbook and/or Service website | * Children’s individual file * Enrolment and orientation procedure * Enrolment and orientation   package for families | 1 |  |
| Engagement with the Service  ***Continued*** 6.1.1 | Evidence that the Service has preparations in place to communicate with families for whom literacy is an issue, or for whom English is not a first language (even if not currently required) | * Translation service contact details/office * Procedure in office | 2 |  |
| Engagement with the Service  ***Continued*** 6.1.1 | Evidence that families are able to share their understanding of their child’s strengths, interests, abilities, and needs. | * Daily diary / Communication book * Feedback forms (Observations & Program) * Surveys * Enrolment Form | 3 |  |

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| Engagement with the Service  ***Continued*** 6.1.1 | Evidence that families have easy access to policies and procedures, including your statement of philosophy. | * Areas regularly accessed by families * Family/Parent handbook | 4 |  |
| Engagement with the Service  ***Continued*** 6.1.1 | Information available to families and educators promoting family participation in the Service. | * Family / Parent handbook * Newsletters * Notice board | 5 |  |
| Engagement with the Service  ***Continued*** 6.1.1 | Evidence that families (including extended families) are invited and supported to participate in the Program and events. | * Newsletters * Notice board * Announcements & invitations | 6 |  |
| Parent Views are Respected  6.1.2 | Evidence that families have regular opportunities to provide feedback about children’s experiences. | * Program * Surveys * Daily diary/Communications book * Emails * Individual children’s portfolio * Newsletter | 7 |  |
| Parent Views are Respected  ***Continued*** 6.1.2 | Evidence that families contribute to curriculum decision-making and the documentation of children’s learning. | * Program * Surveys * Daily diary/Communications book * Emails * Individual children’s portfolio * Newsletter | 8 |  |

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| Parent Views are Respected  ***Continued*** 6.1.2 | Regularly updated information from families about children’s background, experiences, likes, dislikes, and home routines. | * Child’s individual file * Observations * Surveys * Daily diary/Communications book * Emails * Educator’s reflective diaries | 9 |  |
| Families are Supported  6.1.3 | Evidence of communication with families | * Newsletters * Daily diary/Communications book * Emails * Feedback forms (Hardcopy and/or digital) | 10 |  |
| Families are Supported  ***Continued*** 6.1.3 | Evidence that families have easy access to policies and procedures including your Statement of Philosophy | * Foyer / reception * Information handbook * Class rooms | 11 |  |
| Families are Supported  ***Continued*** 6.1.3 | Information about community services and available support and resources for families | * Brochures (Accessible areas) * Fact Sheets (Accessible areas) * Information/Parent handbook | 12 |  |
| Families are Supported  ***Continued*** 6.1.3 | Evidence that the outcome of any policy changes are fully explained and communicated to families prior to implementation | * Newsletters * Emails * Meeting minutes * Noticeboard | 13 |  |

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| Transitions  6.2.1 | Children’s portfolios, transition to school statements and half yearly/end of year progress summaries | * Children’s portfolios * Children’s individual file | 14 |  |
| Transitions  ***Continued*** 6.2.1 | Arrival and departure procedures and documentation | * Policy manual * Procedures manual (or similar) * Arrival and departure records (Office) * Children’s individual file (If required) | 15 |  |
| Transitions  ***Continued*** 6.2.1 | Current forms to verify who is authorised to collect children from the Service | * Children’s individual files | 16 |  |
| Transitions  ***Continued*** 6.2.1 | Service/staff rosters | * Entry * Office * Classrooms (option) | 17 |  |
| Access and Participation  6.2.2 | Evidence of processes for making and accepting referrals from other services / agencies in the local community (E.g. child protection, early childhood intervention, family support, health professionals). | * Referral pro-forma (or similar) | 18 |  |
| Access and Participation  ***Continued*** 6.2.2 | Evidence that families are referred to, or connected with support services as required | * Children’s individual files | 19 |  |

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| Access and Participation  ***Continued*** 6.2.2 | Evidence of ongoing communication with families and support agencies for children with additional needs. | * Child’s individual file * Minutes from staff meetings | 20 |  |
| Access and Participation  ***Continued*** 6.2.2 | Examples of individual support plans for children with additional needs | * Child’s individual file | 21 |  |
| Access and Participation  ***Continued*** 6.2.2 | Each Educator’s professional development to support ongoing responsiveness to children with additional needs. | * Educator’s individual professional development folders * Selected qualifications can be displayed in the office/entry (Option) | 22 |  |
| Access and Participation  ***Continued*** 6.2.2 | The Inclusion Policy, related procedures and the Service philosophy. | * Policy manual (or similar) * Procedures manual (or similar) | 23 |  |
| Access and Participation  ***Continued*** 6.2.2 | Individual support plans and meeting minutes with families and support agencies | * Children’s individual file * Program | 24 |  |

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| Community Engagement  6.2.3 | Collaboration with local businesses, schools, health services, and organisations working with families and children in the local area. | * Emails/letters * Child’s individual file * Minutes from staff meetings * Daily reports | 25 |  |
| Additional Guidance For Family Day Care | Documented information advising new families about: The role of the co-ordination unit. How coordinators monitor each child’s placement, and How coordinators provide ongoing support for educators, families, and children. | * Official Family Day Care Scheme fact sheet/document | 26 |  |
|  | Documented information for new families |  |  |  |
|  | providing information about the educator, their |  |  |
| Additional Guidance For Family Day Care | family, their philosophy, expectations, and routines.  How coordinators assist families in finding | * Family/Parent handbook | 27 |
|  | alternate care when the child’s educator is not |  |  |
|  | available |  |  |

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

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