**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 35 4 November to 8 November 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 3.1.2** | **Upkeep** Premises, furniture and equipment are safe, clean and well maintained |
| **Strengths** | **MEETING - Actions when finding something broken/damaged:** When educators find something broken or damaged, they take immediate action by either removing or blocking access to the item to prevent harm. For example, if tiles, cubby houses, or sandpits are damaged, they close off the area and report it for prompt repair. Regular safety checks allow early identification of potential hazards like loose electrical cords or broken locks, ensuring swift action and maintaining a safe environment for children and staff.  **Scheduled cleaning procedures:** Scheduled cleaning includes daily routines and immediate responses to spills or visible dirt. For instance, cots and stretchers are sanitised after each use, toys are washed weekly, and kitchens and bathrooms are cleaned daily. In case of a spill, educators follow a spill-response procedure, ensuring surfaces are sanitised immediately to prevent slips and maintain hygiene, which aligns with health authority standards for cleanliness and safety.  Involving children in cleaning and maintenance activities is a valuable part of our educational program. For instance, we organise interactive cleaning sessions where children actively participate in tidying up their play areas and classrooms. These activities are designed to be fun and engaging, allowing children to learn about cleanliness and responsibility while fostering a sense of teamwork and pride in their environment. Through these hands-on experiences, children develop valuable life skills and a strong understanding of the importance of maintaining a clean and well-kept service.  **Safety protocols for new equipment:** Before introducing a potentially dangerous tool, educators complete a thorough risk assessment, identifying hazards, setting safety protocols, and ensuring children are taught correct usage. For instance, if scissors are introduced, children are shown proper handling techniques, and supervision is maintained. This process helps in fostering responsibility and confidence among children while prioritising safety with tools or equipment.  **EXCEEDING**  **Embedded practice -** **Educators' contributions to maintenance:** Educators ensure indoor and outdoor spaces remain safe, clean, and well-maintained through daily checks and active reporting of any hazards. They monitor and address risks, such as broken furniture or contaminated sandpits, and follow cleaning schedules, contributing to ongoing upkeep. Educators also model safety, guiding children in safe play practices, and stay updated with Kidsafe and ACCC guidelines, thus fostering a secure environment.  **Critical Reflection -** **Communication of design and maintenance changes:** When changes occur in space design or maintenance, these are communicated via staff meetings, emails, and posted updates. This includes adjustments following safety reviews or new equipment placements. Educators are encouraged to ask questions to ensure full understanding of new protocols. All staff, including volunteers, receive documented changes and are involved in discussions, ensuring cohesive implementation and safe adaptation of changes.  **Families and community – Family and community involvement in maintenance:** Families and community members are encouraged to support our environment’s upkeep by participating in maintenance tasks like landscaping or consulting on safety practices. We also invite families to join committees focused on hygiene and safety and seek their input in reviewing policies. Regular feedback through surveys ensures family voices contribute to a safe, welcoming space, promoting collaboration and pride in our shared environment.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 3.1.2** | **Upkeep** Premises, furniture and equipment are safe, clean and well maintained |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.1.2  Week 35 | Loose and unstable shelves in the storage area. | To ensure that all furniture and equipment are secure and safe for children and staff. |  | Conduct a thorough inspection of all shelves and furniture.  Identify and mark the loose or unstable ones.  Secure loose shelves by tightening screws or bolts.  Remove or replace any furniture or equipment beyond repair. | All shelves and furniture in the storage area are stable and secure. |  |  |
| 3.1.2  Week 35  **Exceeding  Embedded** | Outdoor play area has uneven flooring and damaged equipment. | To create a safe and well-maintained outdoor play environment for children. |  | Conduct a thorough safety inspection of the outdoor play area.  Identify and mark areas with uneven flooring and damaged equipment.  Schedule repairs for damaged equipment and consider resurfacing uneven flooring.  Ensure regular cleaning of the play area to maintain cleanliness and hygiene. | *Educators contribute to ensuring outdoor/indoor spaces are* ***always*** *safe, clean and well-maintained in the following ways*  Procedures:   * Cleaning Procedure Cots and Stretchers * Cleaning Procedure Toys * Cleaning Procedure   Schedules   * Cleaning – Bathroom Schedule and Procedure * Cleaning – Daily Schedule and Procedure * Cleaning – Food Service Schedule and Procedure * Cleaning – Kitchen Schedule and Procedure * Cleaning – Office Schedule and Procedure * Cleaning – Schedule Weekly, Monthly, Yearly * Cleaning – Toys Schedule |  |  |
| 3.1.2  Week 35  **Exceeding  Critical reflection** | Lack of effective communication regarding changes to the design, use, or maintenance of spaces. | To ensure that all changes are clearly communicated, understood, and implemented correctly. |  | Establish a clear communication protocol for changes.  Designate a responsible person to disseminate information.  Create documentation explaining the changes, reasons behind them, and implementation instructions.  Hold regular meetings or training sessions to convey the information.  Encourage open communication channels for questions and clarifications. | *Any changes to the design, use, or maintenance of indoor/outdoor spaces made by managers or other educators/staff are communicated to all employees and volunteers so everyone understands what they are, why things have changed, and how to implement the changes properly. For example:*   * changes resulting from critical reflection involving all staff * documenting changes * changes discussed/confirmed at staff meetings/via email * inviting staff to discuss any questions/concerns with NS. |  |  |
| 3.1.2  Week 35  **Exceeding  Families and community** | Limited involvement of families or the local community in supporting environmental maintenance, hygiene, and safety. | To actively engage families and the community in maintaining a clean, safe, and healthy environment for our children. |  | Establish clear communication channels with families and the local community.  Organise regular informational sessions or workshops on environmental maintenance and safety.  Encourage participation in collaborative projects, such as garden upkeep or safety campaigns.  Seek feedback and suggestions from families and community members.  Recognise and appreciate contributions through awards or acknowledgments. | *We encourage families (or the local community) to support the maintenance, hygiene, or safety of our physical environment. For example, we:*   * use families or local community members with relevant skills/businesses (landscapers, cleaners, carpenters, builders, consultants, risk assessors) * ensure families are represented on committees that review/monitor maintenance, hygiene, or safety issues * include family involvement/feedback in relevant policy/procedure reviews * conduct regular parent surveys about maintenance, hygiene, or safety. |  |  |

**Summary of Exceeding Themes Standard 3.1 Design**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.1.2 we have identified the following exceeding theme indicators:   * *Educators contribute to ensuring outdoor/indoor spaces are* ***always*** *safe, clean and well-maintained.* |
| 2. Practice is informed by critical reflection | In the strength example for element 3.1.2 we have identified the following exceeding theme indicators:   * *Any changes to the design, use, or maintenance of indoor/outdoor spaces made by managers or other educators/staff are communicated to all employees and volunteers so everyone understands what they are, why things have changed, and how to implement the changes properly.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.1.2 we have identified the following exceeding theme indicators:   * *We encourage families (or the local community) to support the maintenance, hygiene, or safety of our physical environment.* |