

QIP 2025 Darlington Children's Centre

Service address: 12a Kurrajong Place Secombe Gardens SA 5047

Service approval number: SE-0010291

Inquiry question

“How can our routines and learning environment support educators to deeply engage in play?”

Learner agency- partners in learning

Children's goal: Developing children's play skills

Assessment and rating summary

Quality Area 1 is rated	Meeting NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Meeting NQS
Quality Area 5 is rated	Meeting NQS
Quality Area 6 is rated	Meeting NQS
Quality Area 7 is rated	Meeting NQS
Overall rating	Meeting NQS

Last assessed: October 2024

Our Philosophy

We believe in developing strong relationships with children, families, community, each other and Aboriginal and Torres Strait Islander people.

To do this we need to:

- support wellbeing and the whole child
- listen to each other
- connect with cultures
- learn together
- look after our world
- be inclusive and welcoming

With this, children will then thrive through play

Quality area 1- educational program and practice

Strengths

In our 2024 assessment and rating, we achieved exceeding themes for all three in Quality Area 1.1, highlighting how our educational program enhances each child's learning and development to a exceeding standard. All other areas were met, with 1.3 exceeding in practice being embedded in service operations. To further strengthen this area, it is recommended to draw inspiration from cultural and community contexts to extend children's learning and development. Additionally, we will need to focus on the exceeding themes of 1.2 and 1.3, particularly in relation to family and community engagement, and ensure practices are informed by critical reflection.

Educators' reflections:

At the beginning of 2025, our team conducted a comprehensive review of our planning cycle to ensure efficiency and avoid duplication in documentation. The assessment and rating results indicated that significant modifications to our processes were unnecessary. We focused on identifying what to continue, start, and stop, to maintain critical reflection on our practices. Feedback from families, gathered through a survey regarding our communication pathways (see floorbook), has reinforced certain processes and prompted a few changes. This feedback highlighted the need for clearer communication about the program and where to access this information. The occasional care leader and the educational leader reviewed the current documentation based on the ACECQA planning cycle. With a QIP focus on play skills, this has become an inquiry question to observe, document, reflect, and plan for. By utilising some of the same principles as the Kindergarten documentation, which has already been rated as exceeding, we aim to streamline this process while meeting the needs of the National Quality Standard.

Any follow up planning:

How are we linking in with Aboriginal culture, and all the cultures of our site (50% of different languages/cultures in each group as reviewed in our site context) to inform planning for individuals and the group?

How do we continue to strengthen the curriculum through a in inquiry lens?

Quality area 2- children's health and safety

Strengths

Our assessment clearly shows that we have met all areas of Quality Area 2—Children's Health and Safety. We received an exceeding theme for Standard 2.1, recognising that our practice is informed by critical reflection. We have been encouraged to explore ways to further develop positive mealtime practices that support children and their relationships with food. This can be strengthened through meaningful engagement with families and the community.

Educators' reflections on strengths:

Any follow up planning:



Quality area 3- physical environment

Strengths

We were rated as meeting all areas in Quality Area 3, with no exceeding themes observed during the visit. As a team, it is recommended that we explore the exceeding themes in this standard to enhance our practices further.

Educators' reflections on strengths:

Any follow up planning:

We are planning to redevelop our outdoor learning space, focusing on exceeding themes. This project will incorporate child and community voices, alongside critical reflection on outdoor learning that fits with the exceeding themes. We will also link this back to our philosophy within the planning on incorporation of Aboriginal perspectives.

Quality area 4- staffing arrangements

Strengths

In Quality Area 4—Staffing Arrangements, we were rated as meeting, with recognition for maintaining consistent staffing and exceeding required ratios to meet the needs of our families and children. It is recommended that we review Case Study One developed by ACECQA to critically reflect on our staffing arrangements.

Educators' reflections on strengths:

Any follow up planning:

As part of our inquiry project for the QIP 2025, we are exploring the question: "How can our routines and environment maximise opportunities for engagement in children's play?" This inquiry will involve time sampling throughout the day to assess whether educators are using "flashlighting" or "floodlighting" techniques in children's play. This ties back to the 2024 training on responsive relationships. The data collected will serve as a basis for critical reflection as a team, focusing on our routines and time allocation within play. It will also provide feedback for individual educators' Professional Development Plans (PDP) and help refine goals linked to the QIP.

Additionally, this project will encourage collaboration with families and the community to gather diverse perspectives on enhancing play opportunities. By integrating these insights, we aim to create a more inclusive and dynamic learning environment. Regular team meetings will be scheduled to discuss findings, share experiences, and develop strategies for continuous improvement. This collaborative approach will ensure that our practices remain responsive to the evolving needs of children and align with our commitment to quality education.

Educators who missed the training in 2024 will be offered sessions in 2025 to ensure a consistent foundation for the team. This will help establish common language and techniques to support children's wellbeing, autonomy, language, and sense of identity within the learning space.

Quality area 5- relationships with children

Strengths

Although we did not receive any exceeding themes in the area of relationships with children, we successfully met every standard in this quality area. The assessment notes highlighted emotional regulation as a focus for critical reflection and suggested exploring how this connects with families and the community as a potential exceeding theme.

Educators' reflections on strengths

Any follow up planning:

With our focus on responsive relationships and enhancing our learning environments, we are considering engaging with the community by visiting Bains Road Preschool. They have been successfully implementing the Circle of Security approach within their site with particular focus of being in children's play as a safe base to return, delight and support. Their strategy involves having two educators actively engaged in children's play (down), while a third educator oversees the entire learning environment. This "up" educator supports children as needed and monitors the overall space, allowing the other two educators to be deeply involved in play and relationship-building with the children. This approach provides opportunities to engage with the three exceeding themes in Quality Area 5.1 and 5.2.

This work also aligns with Quality Area 4—Staffing Arrangements, where we will observe the learning environments to provide feedback on our progress with the flashlight/floodlight approach.

Quality area 6- collaborative partnerships with families and community

Strengths

In Quality Area 6, we received a rating of meeting all standards, with exceeding themes in 6.1 and 6.2, recognising that practices are embedded in service operations. It was suggested that we could further strengthen our relationship with school communities to foster smoother transitions to school. Additionally, enhancing family involvement in making meaningful decisions was recommended to deepen connections and engagement.

Educators' reflections on strengths:

Any follow up planning:

As a Children's Centre, we should have a Community Development Coordinator; however, we currently do not have one. To address this, we are planning to allocate funds from our site budget to employ our speech pathologist, Lauren, for additional hours. She will focus on enhancing our community engagement by drawing from community resources and introducing programs to support families. As part of our leadership team's efforts, we will analyse community data, along with general surveys and observations, to align with the exceeding themes of this standard.

Quality area 7- Governance and leadership

Strengths

During our rating and assessment, we achieved an exceeding rating for Quality Area 7.1 across all three themes and exceeded in two out of three themes in Standard 7.2. This demonstrates that we are operating at a high level in this area, although we narrowly missed having the entire area rated as exceeding.

Educators' reflections on strengths:

Any follow up planning:

For this assessment and rating, the recommendations focus on the exceeding themes of leadership that build and promote a learning community shaped by meaningful engagement with families and the community. Our planning centres on how families can meaningfully connect with the Quality Improvement Plan (QIP) development and review cycle. To achieve this, we will incorporate meetings with families during the setup and review of individual learning plans as a means to gather parent feedback for the QIP review. This approach ensures that families have a voice in the review process, directly influencing our planning and review practices.