



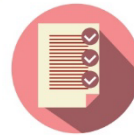
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

## How are the National Quality Standards used by stakeholders?



### Educators

**3.1.1 Fit for purpose** – *Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 3.1.1 and understood buildings, fixtures, fittings, and indoor and outdoor spaces must:

- be flexible, welcoming and accessible
- reflect diversity in the community
- be safe and promote health outcomes
- be environmentally sustainable
- contain safe furniture and equipment that promotes learning outcomes.



Solving Problems with the NQS

**Problem the element can solve** – Children are not allowed to move freely between indoor and outdoor environments.

**Aim:** Children can choose to move between indoor and outdoor spaces.

**What to do:** Go to NQS element 3.1.1

**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe*

- *well-designed indoor and outdoor spaces that are flexible (page 184 NQF Guide)*

### Week 22, 25 July – 29 July 2022 – 3.1.1 Fit for purpose

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

**Reflect and think about the point** in relation to indoor and outdoor spaces/environments.

**Practice change** – The Room Leader reflected with educators on reasons why children could not move freely between indoor and outdoor spaces, and educators expressed their concerns about whether they'd be able to adequately supervise children in different locations. Together they developed a supervision plan taking into account hard to see areas and where educators must be if children were outside. They decided to trial free movement between environments and found one educator outside was generally enough as most children stayed inside if there were engaging indoor activities.

**Problem to improve upon** – the shade structure is fixed and can't be moved to meet changing shade patterns.

**Aim:** Shade is available at any time children wish to play outdoors.

**What to do:** Go to NQS element 3.1.1.

**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe*

- *outdoor spaces with shaded areas that meet the recommendations of relevant recognised authorities for protection from the sun (page 185 NQF Guide)*

**Reflect and think about the point** in relation to shade at the service.

**Practice change** – Educators raised their concerns about the shade structure with the Nominated Supervisor who hadn't realised this was a problem. She organised another small shade sail which could easily be erected/removed.

From the list below, select a point and explore how you could improve the use of buildings, fixtures, fittings, and indoor and outdoor spaces when:

- implementing activities, routines and transitions
- planning activities in small or large groups
- responding to children's ideas and interests
- doing safety checks
- contributing to any modifications of the environment.

**Week 22, 25 July – 29 July 2022 – 3.1.1 Fit for purpose**

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**



Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it.

### The checklist keys to use.

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you make sure there's convenient and flexible access between indoor and outdoor areas eg openings accessible to children?					
Do you speak with managers/leaders where necessary to ensure every child has the equipment needed to participate fully in the program?					
Do you contribute to making the environments attractive and welcoming eg display children's projects and art work, keep environments clean and tidy?					
Do you work with resources that reflect the cultures and backgrounds of the children, families and local community?					
Do you use private spaces for confidential conversations with families?					
Do you make sure sleep and rest areas are quiet, comfortable and well ventilated?					
Do you follow supervision plans in indoor and/or outdoor spaces to ensure children are adequately supervised at all times?					
Do you constantly monitor indoor and outdoor spaces for risks to children eg items against the fence that may allow children to get outside the premises?					
Do you make sure there are adequate spaces for non-mobile babies to engage in eg during tummy time?					
Do you make sure all furniture and equipment is safe and used safely eg sinks used for handwashing after toileting or nappy changing are never used to prepare food or heat bottles?					
Do you document evaluations of and changes in the location of furniture and equipment?					
Do you consider the spaces available when organising group activities ie to ensure all children's safety, minimise conflict and promote learning outcomes?					
Do you ensure children are not exposed to excessive noise levels for long periods?					
Do you set up indoor and outdoor spaces to minimise the risk of injury (including sun safety) and conflict?					
Do you model environmentally sustainable practices eg heating/cooling temperatures not set too high or low?					

### Week 22, 25 July – 29 July 2022 – 3.1.1 Fit for purpose

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

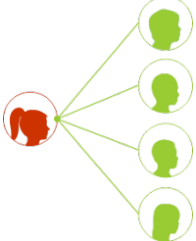
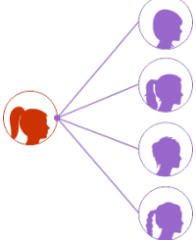
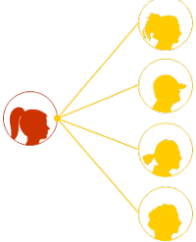
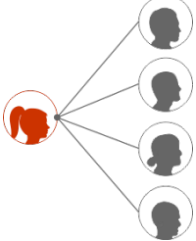
- If you could rearrange or change an indoor or outdoor space, what would you do and why? Is it feasible to try this? Could you achieve a similar outcome in a different way? (eg see QIP/SAT improvement example)
- Do you have all the age appropriate furniture or resources needed to let each child fully participate in the program? What’s on your ‘wish list’ and have you discussed with the approved provider or nominated supervisor?
- Imagine you’re a new parent walking into the centre for the first time? What do you see? What do you smell? Do you feel like you belong? What needs to change?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	It's not that much fun outside, especially in the courtyard, and it's hard to find your own space elsewhere.	Staff raised their views about the courtyard at a staff meeting. The NS said she'd discuss with the Approved Provider, who eventually agreed to transform the 'concrete jungle' into a native garden.
<p><b>an educator</b></p>	I'm not sure why we have that concrete courtyard outside. It'd be perfect for a native garden and would be a whole lot more attractive.	We're seeking information and advice currently from our families, including First Nations' families, in relation to appropriate designs and plantings, as well as from local nurseries and landscapers.
<p><b>your families</b></p>	The centre's outdoor spaces are a bit sterile. You'd think they'd try and make spaces the kids would love to explore.	
<p><b>theorist and current research</b></p>	<p>NQS Element 3.1.1 indoor and outdoor spaces must:</p> <ul style="list-style-type: none"> <li>• be welcoming</li> <li>• reflect diversity in the community</li> <li>• be environmentally sustainable</li> <li>• be safe and promote learning outcomes</li> </ul>	



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- If you could rearrange or change an indoor or outdoor space, what would you do and why? Is it feasible to try this? Could you achieve a similar outcome in a different way?
- Do you have all the age appropriate furniture or resources needed to let each child fully participate in the program? What’s on your ‘wish list’ and have you discussed with the approved provider or nominated supervisor?
- Imagine you’re a new parent walking into the centre for the first time? What do you see? What do you smell? Do you feel like you belong? What needs to change?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		



## Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the way you use spaces in flexible ways, and what may prompt you to change them.</i>	<b>Embedded Practice</b> <i>Please discuss how the design of the physical environment, including the furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's participation in the program (see QIP/SAT Strength example).</i>
<i>Please discuss how non-mobile babies have suitable spaces to engage in activities eg tummy time.</i> <i>OSHC/preschool</i> <i>Please give an example of quiet spaces that allow children to comfortably 'chill out' or rest.</i>	<b>Critical Reflection</b> <i>Please discuss the design of the Service or elements in the physical environment, including any theories which have influenced these, and how they connect with the EYLF eg consider risky play</i>
<i>Please give an example showing how indoor or outdoor spaces are set up to minimise the risk of injury or conflict.</i>	<b>Engagement with families and community</b> <i>Give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.</i>

### Week 22, 25 July – 29 July 2022 – 3.1.1 Fit for purpose