



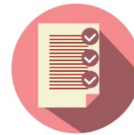
We can solve problems with practice with the help of the NQS



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

3.1.2 Upkeep – *Premises, furniture and equipment are safe, clean and well maintained.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 3.1.2 there were two parts to the element to ensure the safety and health of all children and staff:

1. effective cleaning practices
2. effective maintenance practices.



Solving Problems with the NQS

Problem the element can solve – the bathroom often smells awful and this drifts out into all the rooms.

Aim: The bathroom always smells fresh and inviting.

What to do: Go to NQS element 3.1.2

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

Assessors may sight

- *Documented procedures...and schedules relating to the cleaning of buildings, premises, furniture and equipment (page 189 NQF Guide)*

Reflect and think about the point in relation to bathroom and toilet Service cleaning schedules and procedures.

Practice change – While educators regularly cleaned the bathroom and toilet, it was obvious cleaning procedures could be improved. The Nominated Supervisor implemented written cleaning procedures

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that included for example, thoroughly cleaning the toilet around the base, behind the cistern, under the lid and where the lid joins the bowl.

Problem to improve upon – the bark softfall under the climbing equipment was always getting into the sandpit and was brought inside on children’s shoes.

Aim: Spaces always look clean and tidy.

What to do: Go to NQS element 3.1.2.

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

Assessors may observe

- *premises, furniture and equipment that are safe, clean and well maintained (page 188 NQF Guide)*

Reflect and think about the point in relation to the outdoor softfall.

Practice change – Educators raised the softfall issue at the next staff meeting. The bark softfall was difficult to maintain and often made the Service look messy. This was raised with the Approved Provider who agreed, and changed the soft fall to shock absorbent artificial turf.

From the list below, select a point and explore how you could contribute to improvements in the way the Service is maintained when:

- cleaning/maintenance schedules and procedures are implemented
- improvements or renovations are made to indoor and outdoor spaces
- broken or damaged buildings, furniture or equipment is identified
- discussing safety issues with children
- involving children in cleaning and maintenance activities.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

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

Create a practice change

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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	

Cleaning

ED1 ED2 ED3 ED4 ED5

Are you familiar with all service cleaning procedures including those for the bathroom, toilet, nappy change areas, rooms, high chairs, toys, cots/ stretchers/beds and sandpit?

Do you diligently implement service cleaning schedules as rostered/required?

Do you know how to properly clean up spills of blood or other body fluids?

Maintenance

Do you diligently complete daily safety checks of indoor and outdoor areas using a checklist when assigned this task?

Do you complete risk assessments to remove or minimise risks in the environment, including for potentially dangerous equipment/furniture?

Do you know and implement your centre's maintenance procedure when you find broken/damaged resources, premises or equipment?

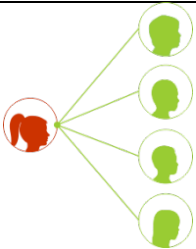
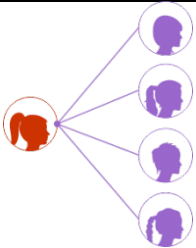
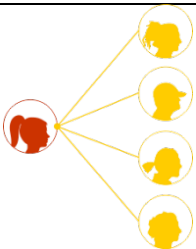
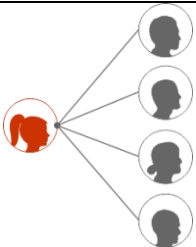
Do you immediately remove broken/damaged resources, premises or equipment, or make sure children can't access them?

Do you follow safety advice from recognised authorities and manufacturers when arranging, securing or using equipment and furniture eg anchoring furniture and equipment?



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:

- Under Work/Occupational Health and Safety laws, workers have obligations to follow safe practices and act in ways which do not endanger others. How might element 3.1.2 Upkeep be relevant in this context? (eg see QIP/SAT improvement example)
- Are there any areas, or pieces of furniture or equipment at the Service you think need to be cleaned or maintained more effectively? What will you do?
- The NQF Guide for element 3.1.2 says educators should follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences? What’s one example where you did this? (eg see QIP/SAT improvement example)

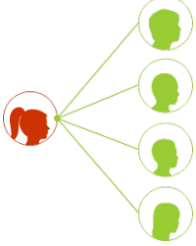
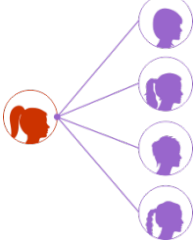
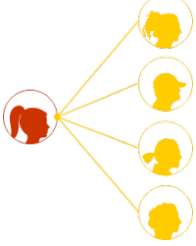
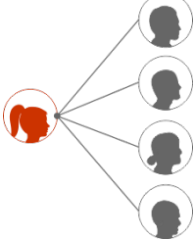
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	Sometimes it’s a bit hard to tell if the glass door is open or closed. Once at home there was a bird who flew into a window it didn’t see and broke its neck.	After reflecting, educators decided to place stickers on the glass sliding door at the children’s eye level to prevent collisions.
 <p>an educator</p>	We often let children move between indoor and outdoor spaces when they wish. I’m a bit concerned though about the glass sliding door separating the environments. Usually we leave it open when children can move inside or outside, but what might happen if we want or need to close it? Could a child accidentally run into the door?	
 <p>your families</p>	It’s great that educators encourage the children to initiate their own play and activities where they wish, but I can see a child colliding with the door when it’s shut because they’re used to running freely in and out.	
 <p>theorist and current research</p>	Kidsafe QLD Home Safety Checklist “Are stickers or frosting applied to glass sliding doors to prevent collisions?”	

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- The NQF Guide for element 3.1.2 says educators should follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences? What’s one example where you did this?

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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</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 MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the actions you took (or would take) when you found something broken/damaged in the building or grounds.</i>	Embedded Practice <i>Please discuss how educators contribute to ensuring outdoor/indoor spaces are always safe, clean and well-maintained.</i>
<i>Please discuss the daily safety checks completed before children arrive and how these contributes to the premises, furniture and equipment being safe, clean and well maintained.</i>	Critical Reflection <i>Give an example of a time you or other educators have influenced the design or maintenance of the physical environment following reflection or discussion.</i>
<i>Please give an example where you involve children in cleaning or maintaining the service as part of the educational program.</i>	Engagement with families and community <i>Please discuss how families or the local community have been encouraged to support the maintenance, hygiene or safety of the physical environment at the service. Include any actions you've taken to involve families or the community. (see QIP/SAT Strength example).</i>

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