



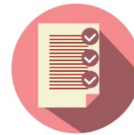
We can solve problems with practice with the help of the NQS



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

**2.1.1 Wellbeing and comfort** - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 2.1.1 and understood wellbeing and comfort:

- includes children's physical, mental and spiritual needs
- involves active and restful experiences that support each child's health, nutrition, sleep, rest and relaxation.

**Aim:** Educators engage positively with children while changing their nappies.

**What to do:** Go to NQS element 2.1.1

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

*Assessors may observe*

- *relaxed, positive nappy-changing and toileting routines that are adapted to meet the individual child's routines (page 150 NQF Guide).*

**Reflect and think about the point** in relation to nappy changing.



Solving Problems with the NQS

**Problem the element can solve** – nappy changing often lacks meaningful interactions.

**Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort**

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**Practice change** – The Educational Leader role modelled engagement with children eg “*Hi Layla, we’re changing your nappy. First we have to put on the gloves. Ooh they’re a bit hard to get on aren’t they. After this we’re going outside to play. Yes that right outside etc.*” She then observed educators engaging during nappy changes, and gradually they became more confident and enjoyed the one-on-one exchanges with children.

**Problem to improve upon** – it’s difficult to implement quiet activities near resting children.

**Aim:** There’s a separate area away from resting children to implement quiet activities.

**What to do:** Go to NQS element 2.1.1

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

*Assessors may observe*

- *physical spaces being made available for children to engage in rest and quiet experiences (page 150 NQF Guide).*

**Reflect and think about the point** in relation to spaces for quiet activities.

**Practice change** – Quiet activities are now set up outside in our big circular area or on the verandah. Initially we stayed inside for ratio and supervision reasons, but we’ve found leaving one educator inside with the sleeping children works well, and there’s adequate supervision.

From the list below, select a point and explore how you could ensure children’s wellbeing and comfort when:

- planning and implementing the program
- responding to children’s care needs
- speaking with a child’s family members
- it’s very cold, hot, windy etc
- children transition to new rooms/groups/settings
- children are finding relationships with peers difficult.

**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**

**Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort**



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	
<b>Name Educator 5</b>	

Do you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Do you make sure the sleep or rest area is comfortable and inviting eg children are not crowded too closely together?					
Do you support children's choice to participate in quiet, meaningful activities rather than rest or engage in other activities where appropriate?					
Do you adapt your practices and interactions to meet the cultural and wellbeing needs of each child, including those relating to culture and family practices where these are consistent with the Law/Regs and your policies?					
Do you discuss rest requirements with families, explaining your legal obligations to meet children's sleep and rest needs if necessary?					
Do you always follow the safe sleep practices outlined in your service Sleep and Rest Policy - could you explain them to an assessor?					
If responsible for sleeping babies do you physically check them every 10 minutes and complete a sleep record?					
Do you provide children with clean spare clothes when needed or access to these?					
Do you respect and promote children's privacy during nappy changing, toileting, dressing/undressing etc?					
Do you communicate and interact with children while changing their nappies, assisting with toilet training or toileting so the experience is relaxed and positive?					
Do you encourage families to advise when their child's sleep, rest or personal care routines or needs change?					
Do you provide families with daily information about their child's nappy change/toileting routines and sleep/rest patterns (birth to three)?					
Do you involve older children in making rules and routines that ensure their comfort and wellbeing?					

### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort

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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:

- Could you improve the way you manage family requests about care and wellbeing routines that are inconsistent with the National Law/Regs or your policies? In what way?
- Are you always attuned to a child’s verbal or non-verbal feedback about their wellbeing and comfort preferences or needs? Do you always take them seriously? (eg see QIP/SAT improvement example)
- Could your personal beliefs or values about appropriate levels of comfort or empathy be adversely impacting children’s wellbeing? Could you try a different approach?

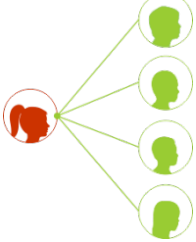
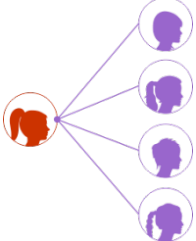
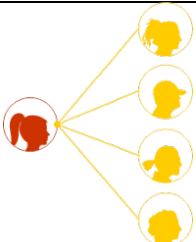
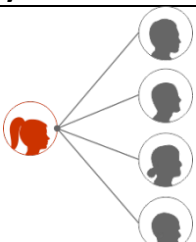
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>I want to go outside and run around. Miss Elly says I have to finish what I’m doing here first so she can pack it up. (Callan)</p>	<p>During Miss Elly’s team reflection she mentioned having trouble getting Callan to finish activities. Miss Sally said she thought letting children run around outside for a few minutes could help them settle and improve their focus. They agreed to let Callan go outside when he asked (if there was an educator to supervise eg watch from doorway). This has helped a lot, because after running around for a couple of minutes Callan gets bored and wants to come back inside where his friends and activities are, and he happily focuses on the activity.</p>
<p><b>an educator</b></p>	<p>Callan has trouble concentrating on an activity. He often wants to leave before it’s finished and that makes it hard to keep spaces tidy if I leave it for him to come back to later. (Miss Elly)</p>	
<p><b>your families</b></p>	<p>Callan is an active little boy. He needs to run around and burn off energy every so often. It helps him concentrate when he’s learning. (Callan’s mum)</p>	
<p><b>theorist and current research</b></p>	<p>Exercise helps children’s brains develop vital connections, leading to improved concentration and thinking skills <a href="#">healthdirect</a></p> <p>“...short active breaks in the classroom improve children's brain functioning and impulse control.” <a href="#">Active breaks help children think better and manage their behaviour</a></p>	

#### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort



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:

- Could you improve the way you manage family requests about care and wellbeing routines that are inconsistent with the National Law/Regs or your policies? In what way?
- Are you always attuned to a child’s verbal or non-verbal feedback about their wellbeing and comfort preferences or needs? Do you always take them seriously?
- Could your personal beliefs or values about appropriate levels of comfort or empathy be adversely impacting children’s wellbeing? Could you try a different approach?

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 showing children in your room/group feel a sense of comfort and belonging at the service.</i>	<b>Embedded Practice</b> <i>Please give an example showing how you or your team adjust your practices or the room routine in response to everyday events that impact a child's wellbeing or need for comfort.</i>
<i>Please give an example where you discussed safe sleeping practices with families eg they asked that their child sleep in a way which did not meet recognised safe sleep guidelines OR give an example showing how you involve children in making rules and routines to ensure their comfort and wellbeing.</i>	<b>Critical Reflection</b> <i>Please give an example which shows you meet each child's wellbeing or comfort in ways that are consistent with current recognised guidelines or information (see QIP/SAT Strength example).</i>
<i>Please give an example showing you consistently respond to children's cues or communication for assistance with personal needs and comfort.</i>	<b>Engagement with families and community</b> <i>Please discuss how you work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children's evolving wellbeing and comfort needs (see QIP/SAT Strength example).</i>

#### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort