**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 34 30 October to 3 November 2023 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 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. |
| **Strengths** | **MEETING - Using Spaces in Flexible Ways:** In our learning environment, we have a "multi-use zone" that can be quickly transformed according to the needs of the day. For instance, in the morning, it might be a reading corner with soft mats, cushions, and bookshelves. By afternoon, the same space could turn into an art station with easels and art supplies. We often change the setup based on observations of children's interests. For example, if we notice a rising interest in ice cream, this space can be transformed into an ice cream shop. The adaptability of this space ensures that we are always ready to cater to the dynamic needs and interests of the children.**2. Spaces for Non-mobile Babies:** Our "Infant Exploration Area" caters to non-mobile babies. It has soft mats, mirrors, and sensory toys, offering a safe zone for tummy time and exploration. This design promotes motor skills and sensory development.**3. Minimising Risk of Injury or Conflict:** Our outdoor area focuses on safety and inclusivity. Divided into active and passive play zones, it ensures active children don't inadvertently harm those in quieter activities. Clear pathways and signage, like "no pushing", help prevent accidents and conflicts. Regular safety checks and soft ground materials further enhance child safety.**EXCEEDING****Embedded practice -** The design of our physical environment, and our furniture, equipment and resources, support and encourage each child to safely participate in the program. Measures taken to promote participation of children with additional needs include adding quiet spaces and meeting sensory needs and physical disability requirements. We have spaces that allow small and large group interactions and equipment for risky play.**Critical Reflection -**Educators reflected on the design and use of the physical environment with the children from an equity perspective to ensure it supported their needs and rights. Children then built the playground in the older yard. It supports difficult children, those with additional needs, and those whose needs are complex to manage. It does this by enabling belonging and encouraging risk. Macquarie Uni researched our playground and the paper is a part of the EYLF literature review.**Families and community –** We don’t limit indoor or outdoor spaces to our premises for learning. We use the whole neighbourhood in our business park in creative ways to promote children’s learning. On initial inspection, our indoor spaces look boring because we don’t subscribe to the “drawn numbers on rocks” constructivist approach to learning. We believe less is more. Children form groups and explore imagination in play, and we use our local businesses and location to enhance learning outcomes.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 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. |

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 3.1.1Week 34Date: 30/10/23 | **Fit for Purpose**Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. | Safe and updated equipment for children. |  | 1. Audit current equipment. 2. Budget for replacements. 3. Purchase and install new equipment. | New equipment installed and in use. |  |  |
| 3.1.1Week 34Date: 30/10/23**Exceeding Embedded** | Tables and chairs too high for younger children. | Furniture suitable for all age groups. |  | 1. Measure appropriate heights. 2. Purchase adjustable or age-appropriate furniture. 3. Replace old furniture. | *The design of the physical environment, and the furniture, equipment, and resources, supports and encourages each child to safely participate in the program. For example:** we carefully consider measures to promote participation of children with additional needs, such as quiet spaces, areas catering for children with sensory needs, adjustments made to cater for children with physical disabilities
* we incorporate spaces that allow small and large group interactions
* our spaces and equipment enable risky play
* our spaces, equipment, and resources enable children to engage with their interests
* our environment and resources reflect a child’s culture and community
 |  |  |
| 3.1.1Week 34Date: 30/10/23**Exceeding Critical reflection** | Limited multicultural representation in play and learning materials. | An inclusive environment that reflects diverse cultures and backgrounds. |  | 1. Review current materials for representation. 2. Consult with diverse community groups for recommendations. 3. Procure and introduce inclusive materials. | *Educators reflect on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service. For example:** our environment reflects all children’s cultures, including the one child who has a different cultural background
* we support all children with additional needs to the same level, including the child whose family is more difficult to deal with, or whose needs are harder/more complex to manage
* we use our environment to engage every child’s interests, not just those that are easy to set up/explore
* our environment design supports children’s rights to privacy, such as in bathrooms.
 |  |  |
| 3.1.1Week 34Date: 30/10/23**Exceeding Families and community** | Limited outdoor space for gross motor physical activities like running and games. | Accessing available space in the community to ensure active play and learning |  | Identify community spaces to use.Re-evaluate and redesign layout for efficient use. Introduce vertical gardens and climbing structures. Rotate outdoor activities in smaller groups. | *Educators use indoor or outdoor spaces in creative ways to promote children’s learning, despite any limitations the physical spaces may impose. We:** assess and use small/difficult-to-access spaces
* assess and use spaces that are difficult to “keep green” or which don’t receive enough sunlight/rain to support trees/plants
* use mirrors to support supervision in spaces that are hard to see
* understand limitations in the use of spaces may relate to gradient/slope, height, access, proximity to neighbours or potential risks, inability to provide shade, odd shape/size.
 |  |  |

**Summary of Exceeding Themes Standard 3.1 Design**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators:* *The design of the physical environment, and the furniture, equipment, and resources, supports and encourages each child to safely participate in the program.*
 |
| 2. Practice is informed by critical reflection | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators: * *Educators reflect on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.*
 |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators:* *Educators use indoor or outdoor spaces in creative ways to promote children’s learning, despite any limitations the physical spaces may impose.*
 |