

# Preschool Quality Assessment Checklist

November 1996 95/0058



This document will be revised by December 2003

## Acknowledgments

The Department of Human Services gratefully acknowledges the contributions made to the development of the *Preschool Quality Assessment Checklist* by Dr Elizabeth Melior (formerly Associate Professor, Monash University), peak organisations and those services that participated in piloting the checklist.

Published by Children's Services Branch, Youth and Family Services, Victorian Government Department of Human Services.

Further copies of this booklet can be obtained through regional offices of the Department of Human Services. Consult your local telephone directory for contact addresses and telephone numbers.

Design and production by Human Services Promotions Unit.

(O99AU95)

# Contents

|  |           |
|--|-----------|
| <b>Guidelines for Use</b>                                | <b>4</b>  |
| Summary  | 4         |
| Introduction   | 5         |
| Team Approach  | 6         |
| Timing   | 6         |
| Confirmation of the Process                              | 7         |
| Suggested Process for Implementation                     | 7         |
| Glossary   | 9         |
| Resources  | 11        |
| <br>   |           |
| <b>Checklist of Quality Indicators</b>                   | <b>12</b> |
| 1. Program Plan: two indicators                          | 12        |
| 2. Program: thirteen indicators                          | 14        |
| 3. Staff/Child Interaction: nine indicators              | 27        |
| 4. Staff/Parent Interaction: seven indicators            | 35        |
| 5. The Environment: eleven indicators                    | 42        |
| 6. Health and Safety: six indicators                     | 53        |
| 7. Administration: seven indicators                      | 60        |
| 8. Roles, Responsibilities and Training: four indicators | 56        |
| <br>   |           |
| <b>Proformas</b>   | <b>70</b> |
| Evaluation Discussion Sheet                              | 70        |
| Preschool Quality Assessment Report                      | 72        |
| Plan of Action   | 74        |

# Guidelines for Use

## Summary

This *Preschool Quality Assessment Checklist* will help evaluate and improve the quality of the preschool service for all concerned, including parents, staff, management body members and children. It is divided into three parts: *Guidelines for Use*, *Checklist of Quality Indicators* and *Proformas*.

*Guidelines for Use* provides information for staff, parents and committee members and stresses that completing the Checklist is a team effort. The steps to complete the Checklist are also outlined. Areas covered include:

- Who should be involved.
- How to rate the indicators.
- The importance of documenting the views of those completing the Checklist.
- How to make recommendations to the management body about future action required.

It is important to note that the Checklist is for the use of the service only and completed documents remain the property of the service. Human Services staff will not be looking at the completed Checklist. *Guidelines for Use* also includes a glossary of words and terms used and a list of organisations that can help in this important task.

The main part of the document is the *Checklist of Quality Indicators*, a list of characteristics which, if rated highly, will show that the service is of good quality. When attempting to assess the whole preschool service it is very difficult to limit the list of factors that make a good quality service. It is important to attempt a comprehensive assessment. The list of indicators in this Checklist aims to cover all aspects of providing the program and organising the service.

Eight areas have been identified as important for assessment. There are some aspects of overlap, for example, the role of parents comes up in a number of indicators across different areas. Some indicators are easily rated-they either exist or they don't. One such example is Indicator 2.6: 'The teacher develops specific objectives for individual children, based on regular, written observations across all aspects of each child's development'. Other indicators are more complex and will need observation, information/resources and discussion, such as those in the areas of Staff/Child Interaction and Program.

The final part of the document, the *Proformas*, has been included to help participants write up the findings from the completed *Checklist of Quality Indicators*. The Checklist process is about evaluating the present in order to plan for the future. It is important to document this process in order to continually improve this service. This includes presenting recommendations to the management body on future action. Recommendations should include:

- The strategies needed.
- The timelines involved.
- Who could be responsible for the required action.

## Introduction

The Funding and Service Agreement between the Department of Human Services and funded agencies states that funded agencies are responsible for undertaking a quality improvement process in the service(s) for which they receive preschool funding. Contributing to a quality improvement process is one way that management bodies, staff and parents of preschool services can show their common goal of providing young children with good quality early childhood education.

Benefits of undertaking a quality improvement process include:

- Enhancing good communication within the service community.
- Acknowledging the contribution of management, staff and parents.
- Identifying and strengthening good management, administrative and early childhood education and car practices.
- Being able to market the service as committed to quality improvement.

Quality improvement is a dynamic process that starts with an assessment of the service delivered. Strategies to improve quality are decided by the service and introduced over time. The *Preschool Quality Assessment Checklist* may appear lengthy. This is partly a result of the format. There is space for rating each quality indicator, for making comments on how that rating was reached, and for making comments on future actions. The length is also the result of the quality indicators being specific, rather than general.

Carrying out the *Preschool Quality Assessment Checklist* can be seen as an opportunity for evaluating the overall preschool service. As a quality assessment tool, it provides a means for ongoing service assessment, for identifying the strengths of the preschool service and strategies for capitalising on these strengths. It can also help to identify issues which require attention and to establish a time frame for action. This process leads to the improvement of the service provided and results in increased satisfaction for all those involved.

The Checklist sets out criteria against which each preschool service can be evaluated. The document is not designed to be an appraisal tool for the performance of either staff or the management body.

The management body is responsible for the safe storage of all documentation related to the Checklist and for handing over this documentation to an incoming committee.

## Team Approach

A quality improvement process provides an opportunity to bring together the various views and expertise of the management body, staff and parents. By establishing a sub-committee with representation from each of these groups, an opportunity is created to further develop teamwork within the service.

This preschool quality improvement process is based on the principle that parent participation is

an important component of preschool services. A characteristic of a quality preschool service is the involvement of, and the cooperation amongst, parents, the management body, qualified early childhood educator(s) and other staff.

### **Timing**

It is recommended that each service decide on a suitable starting time and time frame for the quality improvement process. Consideration should be given to all steps and to who will be responsible. Steps include identifying the strengths of the program and those aspects of the program that need attention, and deciding on and undertaking appropriate action. This action will include developing strategies and deciding who will be responsible for their implementation and when this should be reviewed or completed. An evaluation process should be carried out at the agreed time as a check on the progress of working through the identified issues. Quality assessment is an ongoing process that demands good documentation. It can be commenced at any time of the year.

### **Confirmation of the Process**

The *Preschool Quality Assessment Checklist* is an internal evaluation of the service, designed to improve the quality of preschool services. Human Services staff will *not* be looking at documentation relating to the quality improvement process used. Agencies funded by the Department of Human Services will be required to confirm, through regular monitoring procedures, that a quality improvement process has been undertaken in the preschool service(s) funded by the Department of Human Services.

# Suggested Process for Implementation

## **Step 1-Establish a Sub-Committee**

The management body of the preschool service should establish a sub-committee to evaluate, using the checklist, all aspects of that preschool service. This subcommittee should include representatives from the management body, parents and staff. Members of the sub-committee will need copies of the Checklist to read and consider before their first meeting. At the first meeting of the sub-committee, the convenor should ensure that members are clear about the role and functions of the sub-committee and their individual roles and responsibilities, and that all participants agree on processes. In other words, the members of the subcommittee should understand why it exists, what it is to do, how it is to do it and when its tasks should be completed.

The sub-committee will also need to establish realistic timelines. While it will be easy to know whether some of the Checklist indicators are being met, for example, whether there is a written plan or not, other items may require judgement and discussion, and, possibly, observation over time.

## **Step 2-Complete the Checklist**

Each member of the sub-committee should independently complete the Checklist within the nominated time. The Checklist is organised so that each quality indicator can be assessed independently, with space to write the date it was assessed and the rating given. A simple three (3) point rating scale is suggested:

- 3-Achieves this indicator well.
- 2-Achieves this indicator adequately.
- 1-Is not currently achieving this indicator fully.

Space is provided for comments on the current situation and comments on possible action. Comments on the current situation could include observations and/or documentation related to the indicator, and/or explanations of how the assessment was reached. Comments on possible action could include ideas for future action, who might be responsible for action and when this could be achieved.

When the Checklist has been completed, sub-committee members can use the *Evaluation Discussion Sheet* (see *Proformas*) to summarise their findings. Both general and specific comments will be valuable in preparing the *Evaluation Discussion Sheet* for discussion by the subcommittee.

## **Step 3-Meet as a Sub-Committee**

This point in the process provides an opportunity for open and positive discussion. After all members have completed their assessments of the indicators and prepared the *Evaluation Discussion Sheet*, the subcommittee will meet to discuss members' findings and identify any emerging issues. This will lead to an agreement on findings, strategies and timelines for future action and possible allocation of responsibilities for future action.

#### **Step 4-Compile the Report Form**

Once the sub-committee has reached agreement, the *Preschool Quality Assessment Report* (see *Proformas*) should be compiled, with recommendations. This report will form the basis of future action. If it is to be a useful document, it must clearly state:

- Which indicators are not being achieved to the satisfaction of the sub-committee.
- Ideas or strategies for improving indicators not being achieved to the satisfaction of the sub-committee.
- Who could be responsible for each action.
- A time frame for completion or review.

This report is then presented to the management body for endorsement.

#### **Step 5-Submit Recommendations to Management Body for Endorsement**

Before endorsing the recommendations of the subcommittee, the management body may need further information from the sub-committee or assistance in amending recommendations. Once management has endorsed the recommendations, it would be useful to compile a *Plan of Action* (see *Proformas*) to identify the action components for each indicator that requires attention.

The management body will need to decide what information from the process will be communicated to the wider parent and staff body of the service and how this will be done. The management body may also decide to distribute some of the findings more widely.

#### **Step 6-Review Endorsed Recommendations**

Quality improvement is an ongoing process. The strategies and tasks decided on to improve identified areas of need must be reviewed at their target date. These dates should be noted so that reviews occur on schedule.

#### **Step 7-Document and File**

When the *Preschool Quality Assessment Checklist* process is completed, a copy of the *Preschool Quality Assessment Report* should be filed with the service's management body records. A copy of this report and all other documentation should remain with the service for ongoing reference. Information on the assessment process, findings and subsequent action must be included in the handover to a new committee. It would be very disappointing for sub-committee members if their hard work was lost in the changeover process.

**Glossary**

Early childhood education and care terminology is often confusing because different people use the same terms in different ways. This glossary contains a brief explanation of how terms are used in this Checklist.

**Cultural Bias**

An observable preference for a particular culture or exclusion of a particular culture. Program content is not broadly influenced by a diversity of cultures nor is there a balance of cultural influences.

**Cultural Differences**

Distinctions between cultural practices.

**Cultural Diversity**

Variety of differing cultures.

**Curriculum**

There is no agreed definition of 'curriculum' in relation to early childhood care and education. In this document it is used in the context of grouping together areas of learning or 'subject areas'.

**Developmental Areas Physical: Fine Motor Skills**

Use of small muscles to do activities such as construction, drawing, cutting and threading.

**Physical: Gross Motor Skills**

Use of large muscles to do activities such as running, hopping, climbing and balancing.

**Intellectual**

The development of thinking and reasoning and the gaining of knowledge and understanding.

**Social/Emotional**

The development of a sense of self as an individual and in relation to others; a sense of security, trust, dependence and independence; an understanding of appropriate behaviour.

**Language**

The use and understanding of words.

**Developmental Outcome**

What children can be expected to learn, experience or achieve through participation in the preschool program.

**Evaluation**

A review using predetermined standards.

**Gender Stereotyping**

Fixed ideas about the usual behaviour and ability of each sex.

**Goal Setting**

The process of deciding what is to be achieved, when it is to be achieved, by whom and how this will be measured.

**Multilingual**

More than one language.

**Observations**

What is seen in relation to a quality indicator, or what staff see a child do when they watch a child in order to understand that child better.

**Objectives**

These are similar to goals, but usually have a shorter time frame and are more specific and targeted.

**Program plan**

The yearly framework for the activities involving staff, children and parents associated with a preschool.

**Program**

All the planned activities and learning experiences that occur in a preschool.

**Quality Assessment**

Continuous improvement of quality.

**Quality Improvement Process**

A process where the service provider continually reflects on the quality of the service and takes the necessary steps to improve the delivery of the service.

**Quality Indicator**

A characteristic or aspect of a good preschool service.

**Rating**

An assessment made based on predetermined standards.

**Staff**

Includes teachers, assistants, additional and/or specialist assistants, early childhood workers and ancillary workers in the preschool program.

**Strategy**

The ways and means chosen to meet a goal or objective.

## Resources

The following organisations are able to provide resource material to assist with the quality assessment process. Services requiring such resources should contact the organisation(s) to discuss their needs.

Lady Gowrie Child Centre 36 Newry Street  
North Carlton 3054  
Tel: (03) 9347 6388

Multicultural Resource Centre 9- 11 Stewart Street Richmond 3121

Tel: (03) 9428 4471

Kindergarten Parents Victoria 1/169 Burwood Road Hawthorn 3122  
Tel: (03) 9819 3978

Anglican Early Childhood Services 552 Burke Road Camberwell 3124  
Tel: (03) 9882 5881

Uniting Church in Australia Early Childhood Services Unit 130 Little Collins Street Melbourne  
3000  
Tel: (03) 9654 2488

Local libraries and the library services of tertiary institutions are likely to have, or have access to, relevant resource material. Contact the institution or your local library for further information.

# Checklist of Quality Indicators

## 1. Program Plan

The yearly framework for the activities involving staff, children and parents associated with a preschool.

| <b>Indicator 1.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| <p>There is a clearly written plan of the program on display or readily available, which includes each of the following:</p> <p>(a) A statement about the program's principles/philosophy that has been prepared by staff and management, and discussed with parents.</p> <p>(b) General goals (<i>see Glossary</i>) that have been set by staff (<i>see Glossary</i>) and parents that indicate the concepts, skills and attitudes to be gained through the program.</p> <p>(c) Goals that reflect the needs of the children.</p> <p>(d) Longer-term (for example, half yearly) and shorter-term (for example, fortnightly) statements of developmental outcomes it is planned children will achieve.</p> <p>(e) Weekly/fortnightly written plans for individual children and for groups of children that include an overview of the content (understandings, skills, attitudes) to be developed over that period and strategies (<i>see Glossary</i>) for achieving this.</p> <p>(f) An evaluation (<i>see Glossary</i>) plan that shows how the goals, the developmental outcomes (<i>see Glossary</i>) and the acquisition of concepts, skills and attitudes will be evaluated.</p> |             |               |

---

Comments on current situation

---



---

Comments on possible action, timelines and who will be responsible

---

| Indicator 1.2  | Date | Rating |
|--|------|--------|
| <p>General goals include:</p> <p>(a) assisting children make the transition from home/child care to preschool;</p> <p>(b) developing an understanding that each child is special and all have different needs;</p> <p>(c) identifying and understanding cultural differences (<i>see Glossary</i>);</p> <p>(d) enhancing children's self concept and self esteem (children need to feel good about themselves);</p> <p>(e) developing life skills and competencies;</p> <p>(f) extending children's knowledge of their local community; and</p> <p>(g) assisting children to make the transition from preschool to school.</p> |      |        |

Comments on current situation

---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---

## 2. Program

All the planned activities and learning experiences that occur in a preschool

| <b>Indicator 2.1</b>  | Date | Rating |
|---|------|--------|
| <p>The content (planned experiences, understandings, skills, attitudes) is:</p> <p>(a) based on the interests and experiences of the children at the centre;</p> <p>(b) sensitive to differences, for example, differences in culture, appearance, development, beliefs;</p> <p>(c) free from cultural bias (<i>see Glossary</i>) (linked to Indicator 5.9); and</p> <p>(d) free from gender stereotyping and bias (<i>see Glossary</i>). For example, all children are encouraged to build with blocks, dress up or do woodwork (linked to Indicator 5.7).</p> |      |        |

Comments on current situation

---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---



---



---

| Indicator 2.2   | Date | Rating |
|---|------|--------|
| <p>The planned learning experiences assist children to:</p> <ul style="list-style-type: none"> <li>(a) explore their environment</li> <li>(b) explore their feelings</li> <li>(c) experience challenge</li> <li>(d) experience success</li> <li>(d) ponder/reflect on their experiences</li> <li>(e) explore their ideas through a range of materials (for example painting, drawing, clay)</li> <li>(f) participate in problem solving situations</li> <li>(g) experience social interaction with: <ul style="list-style-type: none"> <li>- adults</li> <li>- another child</li> <li>- a group of children.</li> </ul> </li> </ul> |      |        |

---

Comments on current situation

---



---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---



---



---

| Indicator 2.3   | Date | Rating |
|---|------|--------|
| <p>The planned learning experiences provide opportunities for the children to enhance their skills as follows:</p> <ul style="list-style-type: none"> <li>(a) Physical development-fine and gross motor skills (<i>see Glossary</i>), for example, manipulating clay, dressing dolls, throwing and catching balls, dancing.</li> <li>(b) Social/emotional (<i>see Glossary</i>), for example, children take control of their own learning through choice of activities/experiences; children attempt new experiences.</li> <li>(c) Intellectual (<i>see Glossary</i>), for example, experiences are provided where children are encouraged and enabled to solve problems.</li> <li>(d) Language (<i>see Glossary</i>), for example, stories, songs and rhymes are used creatively, books are available at all times, the environment encourages conversations.</li> </ul> |      |        |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 2.4   | Date | Rating |
|---|------|--------|
| <p>The planned learning experiences provide a mix of:</p> <p>(a) indoor and outdoor activities;</p> <p>(b) child-initiated and staff-initiated activities;</p> <p>(c) individual, small group and some larger group activities; and</p> <p>(d) active and quiet activities.</p> |      |        |

---

Comments on current situation

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---



---



---



---



---



---



---



---



---



---

| Indicator 2.5   | Date | Rating |
|---|------|--------|
| <p>(a) The planned learning experiences regularly include ideas, concepts and skills from each of the following curriculum areas<sup>1</sup>:</p> <ul style="list-style-type: none"> <li>- language and communication;</li> <li>mathematics;</li> <li>- music;</li> <li>- art and creativity;</li> <li>- science and technology;</li> <li>- physical education/movement;</li> <li>- health; and</li> <li>- social science.</li> </ul> <p>(b) Information is given to parents to help them understand learning experiences and curriculum areas (linked to Indicator 4.7).</p> |      |        |

---

Comments on current situation

---



---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---

<sup>1</sup> Programs may not be organised into these areas. However, staff responsible for planning the program will be able to explain how these areas are covered in the learning experiences provided for children.



| Indicator 2.7   | Date | Rating |
|---|------|--------|
| The program incorporates both longer-term (for approximately a two to six month period) and shorter-term (for approximately a two to six week period) objectives (see Glossary) for each child <sup>3</sup> |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

---

<sup>3</sup> See note (Indicator 2.6) regarding confidentiality

| <b>Indicator 2.8</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Longer term (two to six months) and shorter term (two to six weeks) objectives are discussed with each child's parents. |             |               |

---

Comments on current situation

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

| <b>Indicator 2.9</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The program is enriched by regularly incorporating skills and information provided by parents and members of the community. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible



| <b>Indicator 2.11</b>  | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Routines (for example, setting up, snack times, packing away) provide opportunities for children to develop self-help and social skills. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible



| <b>Indicator 2.13</b>   | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The program is flexible enough to respond to weather and other conditions, and to capitalise on spontaneous or unexpected learning opportunities. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

### 3. Staff/Child Interaction

How children and staff get along together, how they communicate and what they communicate to one another.

| Indicator 3.1   | Date | Rating |
|---|------|--------|
| Staff show enjoyment in working with all children by responding warmly and supportively (this includes laughing, smiling and gesturing, as well as speaking). |      |        |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 3.2</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Staff provide opportunities for children to talk with one another and with staff about their ideas and their feelings. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 3.3   | Date | Rating |
|---|------|--------|
| Staff frequently use language to extend and encourage children's learning by: <ul style="list-style-type: none"> <li>· Sharing information and posing questions that help children formulate and talk about their ideas.</li> <li>· Providing comment that extends children's understanding.</li> <li>· Regularly engaging all children in conversations that are meaningful to them.</li> <li>· Asking open-ended questions and challenging the children to discover answers.</li> </ul> |      |        |

---

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 3.4</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Staff use positive means to guide children's behaviour, including redirection, anticipation and eliminating potential difficulties. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 3.5  | Date | Rating |
|--|------|--------|
| Staff encourage children to develop their own ideas and learning by providing time for uninterrupted play. For example, at times children play in groups without staff prompting or suggesting a change of activity. |      |        |

---

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



| Indicator 3.7   | Date | Rating |
|---|------|--------|
| Staff provide guidance for children regarding how to consider the needs of other children. For example, as a model for children to follow, they actively listen to what children have to say and show kindness and consideration to others. |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 3.9</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Staff acknowledge and value children's achievements. For example, children's creations are displayed and staff notice and comment on new skills. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

## 4. Staff/Parent Interaction

How staff and parents get along together; how they communicate and what they communicate to each other.

| <b>Indicator 4.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Parents are welcome at all times. A range of strategies is used to encourage parents to participate in the program and the service's activities (linked to Indicators 2.8 and 2.9). |             |               |

---

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 4.2</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Strategies used under Indicator 4.1 consider the different needs, availability<br>And cultural backgrounds of parents, for example, work commitments and<br>The need for multilingual (see Glossary) notices. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 4.3</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| There is a range of ways in which teachers and parents exchange stories, information, ideas and opinions, both formally (for example, interviews) and informally (for example, notice boards, photos) (linked to Indicator 2.9). |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible





| <b>Indicator 4.6</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Parents have access to resources about young children's growth and development, for example, parent book/video library, meetings, guest speakers (linked to Indicators 2.8 and 4.1). |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 5. The Environment

This includes the preschool building, its contents, the organisation of the contents and the surrounding outdoor areas, as well as play materials.

| <b>Indicator 5.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The environment is planned to provide opportunities for children to experience:<br><br>(a) individual play;<br><br>(b) interaction with another child;<br><br>(c) interaction in a small group; and<br><br>(d) participation in a large group activity. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 5.2</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The environment challenges children to explore, discover, pose questions and seek possible answers. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 5.3  | Date | Rating |
|--|------|--------|
| The environment is sufficiently flexible for changes initiated by children's interests to be adopted (linked to Indicator 2.13). For example, climbing equipment or children's tables can be rearranged. |      |        |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 5.4</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The environment includes quiet areas with furnishings such as chairs, rugs and cushions where children can relax and be alone, both indoors and outdoors. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 5.5</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Space is organised to assist play and learning. For example, walk ways are kept clear and vigorous activities are not placed next to activities requiring quiet and reflection. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| Indicator 5.6  | Date | Rating |
|--|------|--------|
| The sounds in the environment are mainly pleasant, for example laughter, conversation and exclamations of excitement, rather than enforced quiet, shouting or over excitement. |      |        |

Comments on current situation

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Comments on possible action, timelines and who will be responsible

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

| <b>Indicator 5.7</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| All children have equitable access to all materials and are encouraged to use all materials. Children are challenged to use materials in ways that are non-stereotyping and not gender specific. For example, props for hospital play do not assume that nurses will be female and doctors male. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible



| Indicator 5.9  | Date | Rating |
|--|------|--------|
| Materials reflect cultural differences and assist children to understand cultural diversity ( <i>see Glossary</i> ). |      |        |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 5.10</b>   | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Space and staff are used effectively to ensure areas are not crowded and children are well supervised at all times. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 5.11</b>   | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The environment includes attractive and informative displays (linked to Indicator 1.1). |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

## 6. Health and Safety

This applies to all aspects of the preschool service and program, including play materials and equipment.

| <b>Indicator 6.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| Children are able to arrive at and leave the centre safely. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 6.2</b>                               | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| All families are notified of emergency procedures. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 6.3                                     | Date | Rating |
|---|------|--------|
| All staff are familiar with emergency procedures. |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 6.3</b>                              | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| All staff are familiar with emergency procedures. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| Indicator 6.4   | Date | Rating |
|---|------|--------|
| Evacuation procedures are practised with the children at least once a term. |      |        |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| Indicator 6.5  | Date | Rating |
|--|------|--------|
| All materials and equipment are regularly checked to ensure that they are clean and in good condition. |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 6.6</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| The indoor and outdoor environment is kept clean, safe and attractive. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 7. Administration

| <b>Indicator 7.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The centre has written policies and procedures for daily operation, for example, hours of operation, holidays, fees, illnesses and confidentiality. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 7.2</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The policies and procedures under Indicator 7.1 are regularly reviewed and updated. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 7.4</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Written information about the service, its management, administration and program is available and distributed to parents. |             |               |

---

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 7.5</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| There is an introduction process for new parents and children. |             |               |

Comments on current situation

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments on possible action, timelines and who will be responsible

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

| <b>Indicator 7.6</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| The teacher liaises regularly with other early childhood and support services which children at the centre may be utilising. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 7.7</b>   | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| The teacher liaises regularly with the schools that the children are likely to attend. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

## 8. Roles, Responsibilities and Training

| <b>Indicator 8.1</b>  | <b>Date</b> | <b>Rating</b> |
|---|-------------|---------------|
| The respective roles and responsibilities of each staff member and members of the management body are set out in writing and readily available. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| Indicator 8.2   | Date | Rating |
|---|------|--------|
| The written roles and responsibilities under Indicator 8.1 are regularly reviewed for renegotiation, or revision, as appropriate. |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| Indicator 8.3   | Date | Rating |
|---|------|--------|
| Staff (see Glossary) are expected and encouraged to undertake in-service/ professional development programs, for example, in first aid, meeting the needs of individual children, and dealing with ethical issues in children's services. |      |        |

Comments on current situation

Comments on possible action, timelines and who will be responsible

| <b>Indicator 8.4</b>                         | <b>Date</b> | <b>Rating</b> |
|--|-------------|---------------|
| Time is reserved for regular staff meetings. |             |               |

Comments on current situation

Comments on possible action, timelines and who will be responsible

# Proformas

## Evaluation Discussion Sheet

This sheet is to assist individuals evaluating a service to present their observations in group discussion, prior to the group compiling the Preschool Quality Assessment Report.

Each person who has completed the Checklist should fill out this Evaluation Discussion Sheet.

### **1. Service strengths and special features**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### **2. Aspects needing attention**

List any indicators that are not currently fully achieved and reasons why they need further attention.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Preschool Quality Assessment Report

This form records the results of the service assessment undertaken by the sub-committee using the Checklist.

Name of Preschool Service: \_\_\_\_\_

Centre No: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Report: \_\_\_\_\_

## **1. Summary of the strengths and special features of the service**

---

---

---

---

---

---

---

---

---

---

## **2. Quality indicators which require attention**

---

---

---

---

---

---

---

---

---

---

## **3. Proposed strategies for improvement (including who could be responsible for action)**

---

---

---

---

---

---

---

---

---

---

**4. Any training/resource implications of the proposed strategies**

---

---

---

---

---

---

---

---

---

---

**5. Proposed timelines for strategies**

---

---

---

---

---

---

---

---

---

---

**6. Recommendation(s) to management body**

---

---

---

---

---

---

---

---

---

---

**7. Proposed time of review of the endorsed recommendations**

---

---

---

---

---

---

---

---

---

---

Plan of Action

| Indicator number | Strategies | Tasks | Person(s) Responsible | Target Date | Training/Resources |
|------------------|------------|-------|-----------------------|-------------|--------------------|
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |

| Indicator number | Strategies | Tasks | Person(s) Responsible | Target Date | Training/Resources |
|------------------|------------|-------|-----------------------|-------------|--------------------|
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |

| Indicator number | Strategies | Tasks | Person(s) Responsible | Target Date | Training/Resources |
|------------------|------------|-------|-----------------------|-------------|--------------------|
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |

| Indicator number | Strategies | Tasks | Person(s) Responsible | Target Date | Training/Resources |
|------------------|------------|-------|-----------------------|-------------|--------------------|
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |
|                  |            |       |                       |             |                    |

