



Government of **Western Australia**  
Department of **Local Government and Communities**

# Preparing for an Assessment and Rating Visit



# Assessment and Rating



## **National Law**

Provides for:

- the initial assessment and rating
- re-assessment and re-rating
- review of assessment
- application for the highest rating

## **National Regulations**

Sets out the assessment and rating process



# Assessment and Rating Process:

- Timeline of the process
- Notification
- Quality Improvement Plan (QIP)
- A & R Visit
- After the visit
- Additional evidence
- Final Report and Rating

# Assessment and Rating Timelines

Timeline	Step	Process
Week 1*	A: Notice of visit	The approved provider receives a letter from the regulatory authority requesting a copy of the service Quality Improvement Plan within three weeks and notifying of the four week period in which the assessment and rating visit will occur.
Week 3	B: Quality Improvement Plan	The approved provider submits the Quality Improvement Plan to the regulatory authority.
Weeks 5 - 8	C: Visit occurs	The assessment and rating visit will occur during the four week period specified in the initial letter to the approved provider. The regulatory authority will give the approved provider at least five days' notice of the date of the visit.



# Prior to visit

- Service is called 1 week prior to their visit
- Email sent outlining documents that may be asked for at the visit such as:

## **Educational Program**

- Documentation relating to children's learning and development, such as:
- Past programs, learning journals reflections etc.

## **Staffing**

- Staffing information, such as:
- Staff handbook, staff records, qualifications, professional development, current roster, induction, meeting minutes, etc.



## **Collaborative Partnerships**

- Parent information, such as:
- Handbook, surveys, correspondence, etc.
- Evidence of community involvement.

## **Service Management**

- Health and Safety checklists, such as: Cleaning and maintenance, accident/incident, emergency drills, risk assessments, medications, etc.
- Policies
- Enrolment Information
- Orientation process
- Enrolment Forms etc.



# Staff and Qualifications List

Educator Name	ECT	Dip	Cert III	Working Towards	WWCC (expiry date)	First Aid (expiry date)	Asthma (expiry date)	Anaphylaxis (expiry date)

# Quality Improvement Plan



- This is a self-assessment by the service, in consultation with educators and parents.
- Present an opportunity to focus on strengths
- Provide a picture of a service
- Create a road map for quality improvement in a service
- QIP is submitted to ECRU.



# Quality Improvement Plan



The QIP must include:

- an assessment by the service of the quality of their practices against the NQS and the National Regulations
- identified areas of strength
- any quality areas that the provider/service has noted during the self-assessment or assessment process as not meeting the NQS or regulatory requirements or requiring improvement, together with strategies to address these
- a statement of philosophy of the service.

# QIP should be easy to read

- Plain English is a useful approach
- State main messages clearly avoid too much detail
- Use formal but friendly tone
- Use short but familiar words
- Prefer the active to passive voice
- Use sentences with 15-20 words and vary between 10 and 35
- Check for spelling, grammar and punctuation



# Self Assessment

A consistent process of reflection and evaluation will support services to find a starting point in planning for quality improvement by having an informed picture of:

- current practice
- the quality of education and care experienced by children and families
- their particular strengths.



# Self Assessment: how are we doing?

The most effective way to begin to critically examine and reflect on service practice is to question how and what practices occur.

Are they:

- effective for all children and families?
- relevant to the service and its stakeholders?
- equal and fair for all children, families and educators?





# Myth 1

A Quality Improvement Plan (QIP) needs to address all 58 elements, 18 standards and seven quality areas

While it is important to reflect on practice, policies and procedures against the seven quality areas of the *National Quality Standard* and related regulatory requirements, there is no expectation that all 18 standards and 58 elements will be addressed in the Quality Improvement Plan.

Information found in:

**Guide to Developing a Quality Improvement Plan (book 4)**

**Reflection determines quality improvement (page 4)**



## Myth 2

Providers are required to use the Quality Improvement Plan template on the ACECQA website

The template is a guide only and providers can submit their Quality Improvement Plan in any format. However, the plan should address the areas identified in the template.

Information found in:

ACECQA website <http://www.cecqa.gov.au/mythbusters>



# Time spent at services during the visit

- Child care services – 1 – 1.5 days
- Out of School Hours Care – minimum of 2 sessions
- Family Day Care – minimum of 3 days

# The Visit



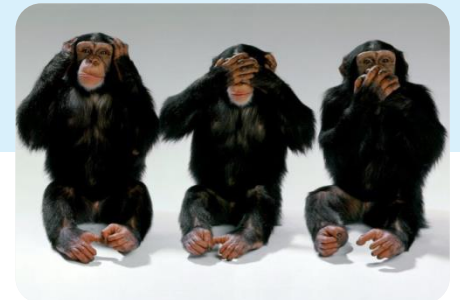
On arrival:

- Explain the process
- Tour the service office
- Schedule time with key people to gather evidence through discussion
- Review documentation, e.g. staff qualifications, etc.
- Visit a selection of educators
- Return to the service office



# Gathering of evidence

- **Observe** –children, families, educators, co-ordinators and staff members
- **Discuss** – Talk with the key contact person, educators, co-ordinators
- **Sight** –documentation





Quality Area 1: Educational program and practice			
Standard	Assessment/learning instrument informs the development of a curriculum that enhances each child's learning and development.		
Element	Working/Practice National Quality Standard (N)	Enabling National Quality Standard (E)	Enabling National Quality Standard (Q)
1.1.1	Curriculum design making provision for each child's learning and development outcomes.	Curriculum design making provision for each child's learning and development outcomes in relation to their identity, connections, with community, wellbeing, confidence as learner and self-efficacy as communicators.	Curriculum design making provision for each child's learning and development opportunities.
1.1.2	The program outlines what open children's current knowledge, skills, culture, abilities and interests.	Each child's current knowledge, skills, culture, abilities and interests are observed to inform the provision of the program.	Each child's current knowledge, skills, culture, abilities and interests are consistently incorporated and actively build and support the individual's self.
1.1.3	Aspects of the program, including routine, provide opportunities for children's learning.	The program, including routine, is developed in ways that maximise opportunities for each child's learning.	The program, including routine, is developed in ways to maximise ways that children's involvement and engagement in learning.
1.1.4	Successful outcomes about the program are visible to families.	The documentation about each child's program and progress is available to families.	The documentation about each child's program and progress is available in an accessible format and opportunities are provided for discussion with families.
1.1.5	Some supports are visible to children to participate in the program.	Every child is supported to participate in the program.	Every child is actively and consistently supported to engage in the program.
1.1.6	Child's ongoing constructive feedback and encouragement in helping them to make choices and decisions about their world.	Each child's agency is provided, enabling them to make choices and influence events and their world.	Each child's agency is consistently observed and promoted, enabling them to make a range of choices and decisions to influence events and their world.
Write comments on the next page. If significant improvement is required, record this on page six.			

[illegible]



## Myth 3

Services need to have a learning story per child per week.

- Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
  - evidence that information gathered in children's documentation demonstrates the children's learning and development in the service
  - **evidence of the cycle of planning, documenting and evaluating**
  - evidence that children's ideas, interests and points of view are heard and respected in planning for and assessing learning experiences
  - examples of children's representation of their learning and work that is documented and displayed in sensitive and respectful ways

**Information found in:  
Guide to the National Quality Standards (book 3)**

# At the end



- Minor Adjustment Policy and Inconsistency Policy may be offered.
- General verbal feedback about the visit is provided.
- Advise of the next stages of the assessment and rating process.

# After the Visit

Timeline	Step	Process
Approximately 3 - 5 weeks after the visit date	D: Draft report	The approved provider is sent the draft report and has 10 working days to provide feedback on any factual inaccuracies in the report and evidence to support their feedback.
Approximately 5 – 7 weeks after the visit date	E: Feedback due	Feedback on the draft report is provided to the regulatory authority. If no feedback is provided, the report is final and the notice of final ratings is issued to the approved provider.
Approximately 8 weeks after the visit date	F: Final report	If feedback is provided on the draft report, this is considered by the regulatory authority, the report is then finalised and the notice of final ratings is issued to the approved provider.



# Opportunities for Feedback

Prior to Final report

- Telephone discussion with Assessment Officer and Team Leader
- Provide written feedback and evidence (ACECQA template)

# Authorised Officers Instrument

## Quality Area 1: Educational program and practice

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.		
Element: 1.1.2	<b>Working Towards National Quality Standard (W)</b>	<b>Meeting National Quality Standard (M)</b>	<b>Exceeding National Quality Standard (E)</b>
	The program <b>sometimes</b> draws upon children's current knowledge, ideas, culture, abilities and interests.	<b>Each child's</b> current knowledge, ideas, culture, abilities and interests are the <b>foundation</b> of the program	<b>Each child's</b> current knowledge, ideas, culture, abilities and interests are <b>consistently</b> incorporated and <b>actively</b> drive all aspects of the program.

# Further evidence and final report

- Any feedback from the approved provider is considered before finalising the ratings and report.
- 14-day period for requesting a review begins after final report is received
- Information about the review process will be provided along with the report.







# Opportunities for Feedback - cont.

After Final report

- First Tier review – by ECRU
- Second Tier review – by ACECQA



# QIP: after assessment & rating

Service Providers are required to update their QIP annually, but if reviewed regularly:

- The Final report and any QIP notes can guide the improvement of practice
- Goals already achieved can be acknowledged and new priorities (short, medium and long term) can be identified
- The NQS guide can be used as a tool for reflective questioning to assess current practices
- Services can consider continued collaboration with all stakeholders which may give new perspectives and ideas



# Thank you!



For more information...

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[www.dlgc.wa.gov.au](http://www.dlgc.wa.gov.au)

[www.acecqa.gov.au](http://www.acecqa.gov.au)