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Family Day Care Quality Assurance Quality Trends Report

For the period 1 January 2008 to 30 June 2008

The purpose of this *Quality Trends Report* is to identify key areas within Family Day Care Quality Assurance (FDCQA) that family day care schemes are performing well in and those which contribute to schemes receiving a Not Accredited status.

The Quality Areas and Principles referred to in this document are detailed in the *FDCQA Quality Practices Guide* (2nd edition, 2004) available for purchase from the National Childcare Accreditation Council (NCAC) website (www.ncac.gov.au). Where references are made to numbered indicators, these are listed in the *FDCQA Validation Report* (2nd edition, 2004).

Quality Trends Reports are published biannually by NCAC in January and July for each of the Child Care Quality Assurance systems. Past reports are publicly available on the NCAC website as follows:

- *FDCQA Quality Trends Report* (1 July 2005 - 31 December 2005)
- *FDCQA Quality Trends Report* (1 January 2006 - 30 June 2006)
- *FDCQA Quality Trends Report* (1 July 2006 - 31 December 2006)
- *FDCQA Quality Trends Report* (1 January 2007 - 30 June 2007)
- *FDCQA Quality Trends Report* (1 July 2007 – 31 December 2007)

FDCQA Quality Trends Report

As at 1 July 2008, 316 family day care schemes were registered with NCAC to participate in FDCQA and 96% of family day care schemes that have completed the 5 steps of Child Care Quality Assurance are Accredited. Of these services, 60% have achieved High Quality in all 6 Quality Areas. This is a significant achievement and indicates that a significant percentage of family day care schemes are performing at a high standard.

55 family day care schemes received Accreditation Decisions between 1 January 2008 and 30 June 2008. Of these, 50 were Accredited (91%), while 5 were Not Accredited (9%).

The Principles for which schemes most often achieve a High Quality standard are:

| | | |
|-----|--|-----|
| 1.1 | Carers and coordination unit staff interact with all children in a warm, friendly and respectful way | 64% |
| 1.2 | Communication between coordination unit staff and families is effective and supports the child's placement in care | 66% |
| 1.4 | Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care | 73% |
| 2.1 | The indoor and outdoor areas of carers' homes and play session ¹ venues are welcoming, comfortable and child friendly | 69% |
| 2.3 | Facilities used by the coordination unit are welcoming and accessible | 67% |
| 3.2 | Coordination unit staff support children's learning through home visits and/or play sessions | 64% |
| 3.3 | Carers and coordination unit staff guide children's behaviour in positive ways | 64% |
| 4.5 | Children's needs for rest, sleep and comfort are supported | 66% |
| 5.1 | Recruitment, selection and orientation processes for carers and coordination unit staff encourage and support the provision of a quality service | 64% |
| 5.4 | The scheme promotes occupational health and safety | 64% |
| 6.1 | Management practices are ethical and operate within relevant legislation | 73% |

¹ * For the purposes of FDCQA, the term "play session" is used to describe the situation where two (or more) carers join together with their children for child focussed play experiences. Play sessions may be organised by the carers themselves or by coordination unit staff.

The Principles for which schemes have most often not met the Satisfactory standards are:

| | | |
|-----|---|-----|
| 4.1 | The environments provided for children are safe | 27% |
| 4.3 | The health and safety of all children are protected | 20% |
| 4.4 | Nappy changing, toileting and bathing are positive experiences for children | 18% |
| 4.6 | Current State or Territory legislation relating to child protection and wellbeing is implemented consistently | 11% |

Quality Area 1: Interactions

Positive interactions between children, families, carers and coordination unit staff are integral to a successful program and should support the development of trusting relationships, partnerships and teamwork within the scheme and with the wider community.

Partnerships with families are promoted by responsive and supportive carers, coordination unit staff and management and are fundamental to all aspects of the program, from orientation to ongoing information sharing. It is particularly important that children experience interactions that make them feel valued, respected and capable. By modelling courteous, considerate and effective communication, adults support children as they develop their communication and problem solving skills.

Interactions should ensure that all stakeholders in the service feel valued and respected and should take into account the different backgrounds, requirements and communication skills of individuals. Effective communication strategies can be developed through ongoing consultation between all stakeholders and should be reviewed regularly. Interactions that are founded upon respect, empathy, cooperation and professionalism ensure that all communications are successful and positive (*FDCQA Quality Practices Guide, 2004, page 9*).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area.

Quality Area 1 has five Principles:

Principle 1.1: Carers and coordination unit staff interact with all children in a warm, friendly and respectful way

| Principle 1.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 64 | 36 | 0 | 0 |

Principle 1.1 was not rated Unsatisfactory.

Principle 1.2: Communication between coordination unit staff and families is effective and supports the child’s placement in care

| Principle 1.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 65 | 35 | 0 | 0 |

Principle 1.2 was not rated Unsatisfactory.

Principle 1.3: Communication between carers and families is effective and supports the family and child to settle into care

| Principle 1.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 45 | 49 | 4 | 2 |

Principle 1.3 was rarely rated Unsatisfactory.

Principle 1.4: Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care

| Principle 1.4 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 73 | 24 | 0 | 3 |

Principle 1.4 was rarely rated Unsatisfactory.

Principle 1.5: Relationships within the scheme value diversity, teamwork, mutual respect, understanding and professionalism

| Principle 1.5 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 54 | 42 | 2 | 2 |

Principle 1.5 was rarely rated Unsatisfactory.

Quality Area 2: Physical Environment

Environments that are welcoming, safe, well resourced and aesthetically appealing support children and their families to access and settle into family day care and enhance effective learning settings for children. When planning a physical environment that supports children's play and development, carers and coordination unit staff work together to provide a safe environment which allows all children to explore, experiment and make decisions according to their individual needs and ability levels.

When planning and obtaining resources for the physical environment, carers and coordination unit staff consider factors such as the needs and backgrounds of individual children and their families, the existing family day care home, coordination unit environments and costs.

Carers foster children's learning experiences by using inexpensive resources and aspects of the family day care home in flexible and innovative ways. Relevant professional development opportunities and opportunities to network with other carers support carers in developing their skills and strategies for creative planning.

Regular consultation between families, children, carers and coordination unit staff and knowledge of current safety recommendations support the provision of functional child and family friendly settings (*FDCQA Quality Practices Guide, 2004, page 21*).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area.

Quality Area 2 has three Principles:

Principle 2.1: The indoor and outdoor areas of carers' homes and play session venues are welcoming, comfortable and child friendly

| Principle 2.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 69 | 24 | 7 | 0 |

Principle 2.1 was not rated Unsatisfactory.

Principle 2.2: All children have access to a variety of interesting materials and equipment

| Principle 2.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 49 | 38 | 6 | 7 |

In Principle 2.2 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 2.2.7 *Materials that are available to children reflect the lives of the children in care, their families and the cultural diversity of the broader community*

Principle 2.3: Facilities used by the coordination unit are welcoming and accessible

| Principle 2.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 67 | 26 | 0 | 7 |

In Principle 2.3 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 2.3.1 *The coordination unit facilities are well signposted and welcoming to families, carers and children*

Quality Area 3: Children’s Experiences, Learning and Development

Successful learning environments recognise the value of play and positive social interactions in the promotion of children’s learning and development. Children’s learning and development is enhanced through opportunities to make choices and guide their own experiences according to their individual interests, personalities and skills. Children’s learning occurs through planned and spontaneous experiences, during their participation in daily routines and through their experience of positive modelling by adults and peers.

A supportive learning environment is underpinned by behaviour guidance strategies which respect individual children’s needs and abilities, and which foster the development of children’s self-management skills.

A holistic approach to children’s learning and development recognises the significance of creative and child-initiated play to the growth of children’s self-esteem and personal competence.

Carers and coordination unit staff ensure that the balance between planned, spontaneous and routine experiences allows time and opportunity for children to engage in learning through a range of play and other learning experiences (*FDCQA Quality Practices Guide, 2004, page 29*).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area.

Quality Area 3 has seven Principles:

Principle 3.1: Carers respond to the interests and abilities of all children in ways that support learning in a home environment

| Principle 3.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 26 | 56 | 13 | 5 |

Principle 3.1 was rarely rated Unsatisfactory.

Principle 3.2: Coordination unit staff support children’s learning through home visits and/or play sessions

| Principle 3.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 64 | 36 | 0 | 0 |

Principle 3.2 was not rated Unsatisfactory.

Principle 3.3: Carers and coordination unit staff guide children’s behaviour in positive ways

| Principle 3.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 64 | 24 | 3 | 9 |

Principle 3.3 was rarely rated Unsatisfactory.

Principle 3.4: Carers and coordination unit staff promote resilience and social competence in all children

| Principle 3.4 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 40 | 58 | 2 | 0 |

Principle 3.4 was not rated Unsatisfactory.

Principle 3.5: Carers and coordination unit staff promote physical competence in all children

| Principle 3.5 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 54 | 44 | 2 | 0 |

Principle 3.5 was not rated Unsatisfactory.

Principle 3.6: Carers and coordination unit staff foster all children’s language, literacy, curiosity, mathematical thinking and scientific exploration

| Principle 3.6 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 38 | 60 | 2 | 0 |

Principle 3.6 was not rated Unsatisfactory.

Principle 3.7: Carers and coordination unit staff support all children’s creative expression

| Principle 3.7 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 29 | 67 | 2 | 2 |

Principle 3.7 was rarely rated Unsatisfactory.

Quality Area 4: Health, Hygiene, Nutrition, Safety and Wellbeing

Family day care homes constitute a unique child care setting as they have the dual functions of both family home and child care environment. To ensure that children receive quality care, coordination unit staff and carers share a responsibility to keep up to date with current research and recommended practice in relation to child health, hygiene, nutrition, safety and emergency procedures.

It is essential that scheme staff and carers are aware of and meet all state or territory legal requirements for children's safety and wellbeing, particularly in relation to child protection.

Regardless of their individual skills or backgrounds, all children have the right to experience quality care in an environment which is clean, safe, healthy and where their wellbeing is a paramount consideration in the program. In exercising their duty of care, carers and coordination unit staff consider the unique aspects of the family day care environment, and the individual needs and cultural backgrounds of children and families. This is of particular importance when planning for children's mealtimes, their sleep or rest requirements, their dressing requirements and their personal hygiene (*FDCQA Quality Practices Guide*, 2004, page 45).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area. However, more than 10% of schemes did not meet the Accreditation standards of Principles 4.1, 4.3, 4.4 and 4.6 in this Quality Area.

Quality Area 4 has six Principles:

Principle 4.1: The environments provided for children are safe

| Principle 4.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 35 | 27 | 11 | 27 |

In Principle 4.1 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 4.1.3 *The scheme safety procedures are implemented consistently by coordination unit staff and carers*

Principle 4.2: Food and drink are nutritious and culturally appropriate

| Principle 4.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 38 | 51 | 9 | 2 |

Principle 4.2 was rarely rated Unsatisfactory.

Principle 4.3: The health and safety of all children are protected

| Principle 4.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 37 | 27 | 16 | 20 |

In Principle 4.3 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 4.3.5 *Carers and coordination unit staff actively promote children's hand washing before handling food, after each nappy change, toileting and other similar situations*

Principle 4.4: Nappy changing, toileting and bathing are positive experiences for children

| Principle 4.4 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 49 | 31 | 2 | 18 |

In Principle 4.4 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 4.4.3 *The scheme procedures for bathing, nappy changing and/or toileting are implemented consistently*

Principle 4.5: Children's needs for rest, sleep and comfort are supported

| Principle 4.5 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 65 | 33 | 2 | 0 |

Principle 4.5 was not rated as Unsatisfactory.

Principle 4.6: Current state or territory legislation relating to child protection and wellbeing is implemented consistently

| Principle 4.6 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 49 | 38 | 2 | 11 |

In Principle 4.6 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 4.6.5 *During the initial training program and during the past eighteen months, all carers and coordination unit staff have been provided with training in responding to suspected child protection issues*

Quality Area 5: Carers and Coordination Unit Staff

Coordination unit staff are responsible for ensuring there are procedures, policies and systems in place to maintain quality in the scheme’s activities, programs and organisation. Coordination unit staff work with carers, families and other professionals to ensure that the scheme’s personnel policies and procedures are effective and meet all relevant legislative requirements, including occupational health and safety regulations. Acknowledging and promoting the value of professional development and effective recruitment practices is fundamental in advocating for the scheme and the professionalism of its staff and carers.

Coordination unit staff, carers and families evaluate the scheme’s achievements and identify future areas for improvement from the perspectives of all individuals involved. All stakeholders have regular opportunities to contribute to reviews of the scheme’s quality practices and procedures and to collaborate in the development of ongoing improvement plans. Encouraging families, carers and coordination unit staff to work together on continuing improvement strategies supports the development of practical and relevant approaches to all scheme operations (FDCQA Quality Practices Guide, 2004, page 59).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area.

Quality Area 5 has four Principles:

Principle 5.1: Recruitment, selection and orientation processes for carers and coordination unit staff encourage and support the provision of a quality service

| Principle 5.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 64 | 31 | 0 | 5 |

Principle 5.1 was rarely rated Unsatisfactory.

Principle 5.2: The scheme has a systematic process in place to monitor current practice and identify areas for continuing improvement

| Principle 5.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 55 | 44 | 0 | 1 |

Principle 5.2 was rarely rated Unsatisfactory.

Principle 5.3: Professional development opportunities are accessed by carers, coordination unit staff and others involved in management

| Principle 5.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 53 | 42 | 4 | 1 |

Principle 5.3 was rarely rated Unsatisfactory.

Principle 5.4: The scheme promotes occupational health and safety

| Principle 5.4 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 64 | 31 | 2 | 3 |

Principle 5.4 was rarely rated Unsatisfactory.

Quality Area 6: Management and Administration

It is the role of scheme management and coordination unit staff to establish effective and ethical management policies and procedures. Scheme policies and procedures must be informed by relevant legislative requirements, current 'best practice' in management and also reflect an awareness of community needs and issues.

Comprehensive written policies and procedures provide clear guidance to coordination unit staff, carers and families in relation to management issues. Involvement of all stakeholders in policy review and development fosters an atmosphere of trust and teamwork and helps ensure that policies and procedures address real needs and are implemented consistently and effectively.

An essential element of quality scheme management is ensuring that clear and consistent procedures for the maintenance and confidential management of family, child, carer and staff records are implemented.

Decision making, grievance and complaints handling policies and procedures are transparent and clearly define accountability (*FDCQA Quality Practices Guide, 2004, page 69*).

Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area.

Quality Area 6 has five Principles:

Principle 6.1: Management practices are ethical and operate within relevant legislation

| Principle 6.1 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 73 | 25 | 2 | 0 |

Principle 6.1 was not rated Unsatisfactory.

Principle 6.2: The scheme consults and works collaboratively with all stakeholders

| Principle 6.2 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 46 | 44 | 5 | 5 |

In Principle 6.2 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 6.2.5 *Carers, families and coordination unit staff are actively involved in the development and review of scheme policies and procedures*

Principle 6.3: The scheme has an efficient, effective and ethical process for the management of records

| Principle 6.3 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 58 | 42 | 0 | 0 |

Principle 6.3 was not rated Unsatisfactory.

Principle 6.4: The scheme has simple, transparent grievance and complaints handling procedures

| Principle 6.4 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 44 | 45 | 2 | 9 |

Principle 6.4 was rarely rated Unsatisfactory.

Principle 6.5: Carers and coordination unit staff are effective advocates for their service within the community and actively seek to build links with other agencies to benefit children and their families

| Principle 6.5 | High Quality | Good Quality | Satisfactory | Unsatisfactory |
|---------------|--------------|--------------|--------------|----------------|
| % | 47 | 44 | 2 | 7 |

In Principle 6.5 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 6.5.3 *Carers and coordination unit staff liaise with other children's services in the community*

Family Day Care Quality Assurance Quality Trends

The National Childcare Accreditation Council has conducted six FDCQA *Quality Trends Reports* for family day care schemes:

- *FDCQA Quality Trends Report* (1 July 2005 – 31 December 2005)
- *FDCQA Quality Trends Report* (1 January 2006 – 30 June 2006)
- *FDCQA Quality Trends Report* (1 July 2006 – 31 December 2006)
- *FDCQA Quality Trends Report* (1 January 2007 – 30 June 2007)
- *FDCQA Quality Trends Report* (1 July 2007 – 31 December 2007)
- *FDCQA Quality Trends Report* (1 January 2008 – 30 June 2008)

These *Reports* demonstrate a number of quality trends in the performance of family day care schemes against the standards of quality care outlined in the *FDCQA Quality Practices Guide* (2nd edition, 2004).

Please note: 55 family day care schemes received an Accreditation Decision between 1 January 2008 and 30 June 2008. This small number should be taken into account when considering the quality trends in this *Report*.

Notable trends in the data include:

- This *Quality Trends Report* demonstrates a high level of achievement among family day care schemes. 60% of Accredited services have now achieved High Quality ratings across all 6 Quality Areas.
- High Quality ratings rose across 24 of the 30 Principles by an average of 13 percentage points.
- Good Quality ratings fell across 24 of the 30 Principles by an average of 11 percentage points.
- Satisfactory ratings increased across 13 of the 30 Principles by an average of 3 percentage points.
- Unsatisfactory ratings decreased across 22 of the 30 Principles by an average of 5 percentage points.
- There were no individual indicators for which more than 20% of schemes received Unsatisfactory ratings. This demonstrates significant improvement in the quality of care provided by family day care schemes since the June 2006, when there were 11 individual indicators for which more than 20% of schemes received Unsatisfactory ratings.
- Quality Area 4: Health, Hygiene, Nutrition, Safety and Wellbeing, continues to receive a significantly higher proportion of Unsatisfactory ratings than any other Quality Area.

| Indicator | | % |
|-----------|--|-----|
| 4.4.3 | <i>The scheme procedures for bathing, nappy changing, and/or toileting are implemented consistently</i> | 15% |
| 4.3.5 | <i>Carers and coordination unit staff actively promote children's hand washing before handling food, after each nappy change, toileting and other similar situations</i> | 13% |
| 4.1.3 | <i>Carers' and coordination unit staff efforts to protect children from exposure to the sun are consistent with the sun protection policy</i> | 11% |

- A significant proportion of Unsatisfactory ratings across several Quality Areas were related to the development, implementation, dating and sourcing of policies and procedures in the following areas:

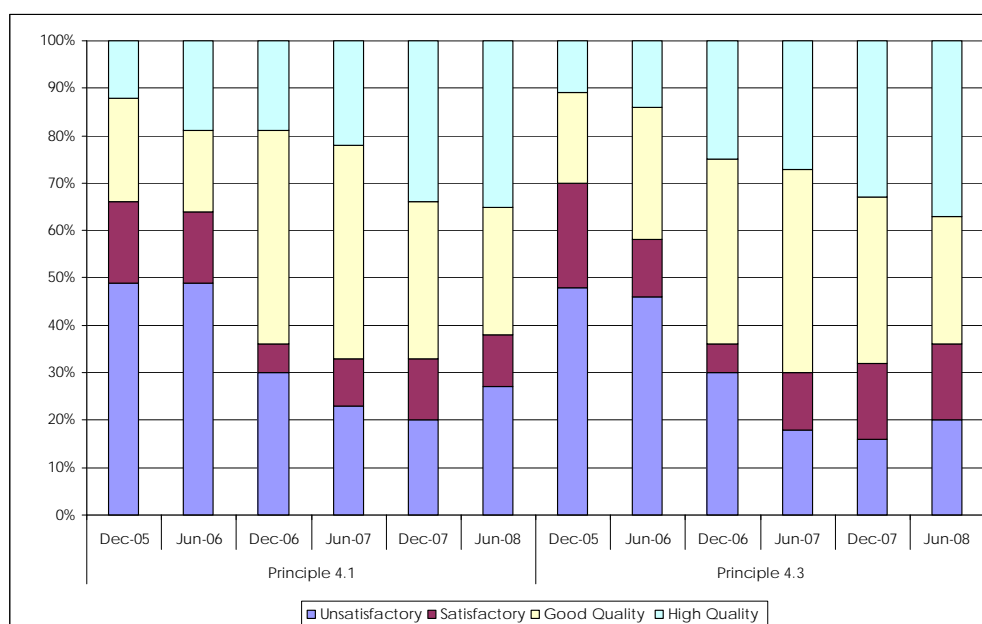
| Principle | Policy Area |
|-----------|--|
| 4.1 | Safety |
| 4.1 | Sun protection |
| 4.3 | Infection control, illness, administering medication, accident and emergency |
| 4.4 | Nappy changing, toileting and bathing |
| 5.1 | Recruitment and selection of carers |
| 6.4 | Grievance and complaints handling |

- There has been significant improvement in the development, implementation, dating and sourcing of policies and procedures regarding nutrition and food handling; selection and use of cots, bed and bedding; and records management.

- The strengths of family day care schemes can be seen in those Principles for which no Unsatisfactory ratings were received between 1 January 2008 and 30 June 2008, which include:

| Principle | |
|-----------|--|
| 1.1 | Carers and coordination unit staff interact with children in a warm, friendly and respectful way |
| 1.2 | Communication between coordination unit staff and families is effective and supports the child's placement in care |
| 2.1 | The indoor and outdoor areas of carers' homes and play session venues are welcoming, comfortable and child friendly |
| 3.2 | Coordination unit staff support children's learning through home visits and/or play sessions |
| 3.4 | Carers and coordination unit staff promote resilience and social competence in all children |
| 3.5 | Carers and coordination unit staff promote physical competence |
| 3.6 | Carers and coordination unit staff foster all children's language, literacy, curiosity, mathematical thinking and scientific exploration |
| 4.5 | Children's needs for rest, sleep and comfort are supported |
| 6.1 | Management practices are ethical and operate within relevant legislation |
| 6.3 | The scheme has an efficient, effective and ethical process for the management of records |

- The following Principles have consistently received over 15% of Unsatisfactory ratings for past six reporting periods:



- NCAC has developed a variety of resources to support carers and schemes to improve their practice in these areas:

| Principle | | Support Document |
|-----------|---|--|
| 4.1 | The environments provided for children are safe | <ul style="list-style-type: none"> ▪ <i>Putting Children First: Ask a Child Care Care Adviser: Safety Checks in Children's Services (March 2008)</i> ▪ <i>Putting Children First: Protecting children: Strategies for creating safe environments (March 2007)</i> ▪ <i>Policy Template: Dangerous Products</i> ▪ <i>Policy template: First Aid</i> ▪ <i>Policy template: Maintenance of Buildings and Equipment</i> |
| 4.3 | The health and safety of all children are protected | <ul style="list-style-type: none"> ▪ <i>Policy template: Food safety</i> |

NCAC Support for Schemes

The purpose of this *FDCQA Quality Trends Report* is to identify key areas within FDCQA that family day care schemes are performing well in and those which contribute to schemes receiving a Not Accredited decision.

NCAC aims to work in partnership with family day care schemes to facilitate and support continuous improvement to the quality of child care provided for children in Australia. The *FDCQA Quality Trends Report* assists NCAC to provide targeted support to schemes as they progress through FDCQA.

NCAC has implemented several initiatives, addressing concerns raised in the *FDCQA Quality Trends Reports* as follows:

- The *NCAC Policy Development Guide* is available on the NCAC website to assist schemes to research, develop and review policies in collaboration with stakeholders. Schemes may find the *Developing a Policy Checklist* helpful when planning for and reviewing policies.

The Policy Templates, available as part of the *Policy Development Guide*, are designed to assist schemes to develop and implement policies that are relevant and appropriate to the service and that meet FDCQA requirements.

- NCAC's newsletter, *Putting Children First*, is distributed quarterly to all schemes participating in the Child Care Quality Assurance systems. Recent articles supporting quality practices include:
 - *Supporting children's development: Social skills and relationships* (March 2008)
 - *Ask a Child Care Adviser: Safety checks in child care services* (March 2008)
 - *Adopting a strengths based approach in child care services* (March 2008)
 - *Supporting partnerships with families through parent committees* (March 2008)
 - *Guiding Children's Behaviour* (March 2008)
 - *Writing a Continuing Improvement Plan* (March 2008)
 - *Ask a Child Care Adviser: Including children's perspectives in the program* (June 2008)
 - *Supporting children's development: Literacy skills* (June 2008)
 - *Working with children with Autism* (June 2008)
 - *Keeping up to date with current practice* (June 2008)
 - *Managing stress in child care services* (June 2008)
- *Factsheets* are distributed to all family day care schemes registered to participate in FDCQA to provide information to child care professionals regarding quality practices. NCAC continues to develop new *Factsheets* for family day care schemes.
- *Family Factsheets* are also available to support families' understanding of quality issues and practices in child care. The *Family Factsheets* are available for download from NCAC's website, and will soon be available in several community languages.

- NCAC refers schemes to the *Quality Trends Reports* through publications such as *Putting Children First*. Schemes can use the information provided by the *Quality Trends Reports* to assist their progress, particularly during Step 2: Self-study and Continuing Improvement. It may be necessary for schemes to spend some time working towards reaching the Satisfactory standard required by those Principles and indicators for which services have most often not met the Satisfactory standards.

NCAC will continue to use the information provided in the *FDCQA Quality Trends Reports* to develop ways to effectively support family day care schemes participating in FDCQA.

Family Day Care Quality Assurance Principle Ratings

Comparative statistics of the December 2005, June 2006, December 2006,
June 2007, December 2007 and June 2008 *Quality Trends Reports*

| Quality Area 1 | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|----------------|--------|------------------|------------------|------------------|--------------------|
| Principle 1.1 | Dec-05 | 29 | 64 | 7 | 0 |
| | Jun-06 | 39 | 57 | 4 | 0 |
| | Dec-06 | 41 | 58 | 1 | 0 |
| | Jun-07 | 39 | 61 | 0 | 0 |
| | Dec-07 | 60 | 38 | 0 | 2 |
| | Jun-08 | 64 | 36 | 0 | 0 |
| Principle 1.2 | Dec-05 | 42 | 48 | 3 | 7 |
| | Jun-06 | 32 | 62 | 2 | 4 |
| | Dec-06 | 48 | 49 | 2 | 1 |
| | Jun-07 | 41 | 57 | 0 | 2 |
| | Dec-07 | 49 | 47 | 0 | 4 |
| | Jun-08 | 65 | 35 | 0 | 0 |
| Principle 1.3 | Dec-05 | 22 | 52 | 19 | 7 |
| | Jun-06 | 28 | 62 | 4 | 6 |
| | Dec-06 | 35 | 56 | 6 | 3 |
| | Jun-07 | 45 | 49 | 2 | 4 |
| | Dec-07 | 47 | 49 | 0 | 4 |
| | Jun-08 | 45 | 49 | 4 | 2 |
| Principle 1.4 | Dec-05 | 39 | 35 | 3 | 23 |
| | Jun-06 | 44 | 39 | 1 | 16 |
| | Dec-06 | 49 | 42 | 3 | 6 |
| | Jun-07 | 57 | 31 | 0 | 12 |
| | Dec-07 | 56 | 33 | 2 | 9 |
| | Jun-08 | 73 | 24 | 0 | 3 |
| Principle 1.5 | Dec-05 | 20 | 71 | 7 | 2 |
| | Jun-06 | 22 | 74 | 4 | 0 |
| | Dec-06 | 34 | 63 | 2 | 1 |
| | Jun-07 | 43 | 55 | 0 | 2 |
| | Dec-07 | 53 | 33 | 5 | 9 |
| | Jun-08 | 54 | 42 | 2 | 2 |

| | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|-----------------------|--------|------------------|------------------|------------------|--------------------|
| Principle 2.1 | Dec-05 | 38 | 38 | 11 | 13 |
| | Jun-06 | 30 | 57 | 4 | 9 |
| | Dec-06 | 39 | 51 | 5 | 5 |
| | Jun-07 | 51 | 47 | 2 | 0 |
| | Dec-07 | 56 | 42 | 2 | 0 |
| | Jun-08 | 69 | 24 | 7 | 0 |
| Principle 2.2 | Dec-05 | 18 | 39 | 10 | 33 |
| | Jun-06 | 25 | 41 | 9 | 25 |
| | Dec-06 | 31 | 51 | 5 | 13 |
| | Jun-07 | 43 | 51 | 2 | 4 |
| | Dec-07 | 53 | 40 | 7 | 0 |
| | Jun-08 | 49 | 38 | 6 | 7 |
| Principle 2.3 | Dec-05 | 39 | 41 | 7 | 13 |
| | Jun-06 | 35 | 46 | 10 | 9 |
| | Dec-06 | 39 | 56 | 3 | 2 |
| | Jun-07 | 47 | 49 | 2 | 2 |
| | Dec-07 | 53 | 38 | 2 | 7 |
| | Jun-08 | 67 | 26 | 0 | 7 |
| Quality Area 3 | | | | | |
| Principle 3.1 | Dec-05 | 12 | 32 | 33 | 23 |
| | Jun-06 | 10 | 61 | 12 | 17 |
| | Dec-06 | 18 | 60 | 17 | 5 |
| | Jun-07 | 18 | 72 | 6 | 4 |
| | Dec-07 | 29 | 55 | 7 | 9 |
| | Jun-08 | 26 | 56 | 13 | 5 |
| Principle 3.2 | Dec-05 | 30 | 51 | 3 | 16 |
| | Jun-06 | 20 | 55 | 3 | 22 |
| | Dec-06 | 41 | 53 | 1 | 5 |
| | Jun-07 | 55 | 39 | 4 | 2 |
| | Dec-07 | 45 | 53 | 0 | 2 |
| | Jun-08 | 64 | 36 | 0 | 0 |
| Principle 3.3 | Dec-05 | 17 | 44 | 17 | 22 |
| | Jun-06 | 28 | 35 | 4 | 33 |
| | Dec-06 | 42 | 43 | 5 | 10 |
| | Jun-07 | 45 | 37 | 2 | 16 |
| | Dec-07 | 47 | 38 | 2 | 13 |
| | Jun-08 | 64 | 24 | 3 | 9 |

| | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|-----------------------|--------|------------------|------------------|------------------|--------------------|
| Principle 3.4 | Dec-05 | 26 | 51 | 13 | 10 |
| | Jun-06 | 33 | 61 | 3 | 3 |
| | Dec-06 | 33 | 60 | 5 | 2 |
| | Jun-07 | 47 | 53 | 0 | 0 |
| | Dec-07 | 36 | 56 | 4 | 4 |
| | Jun-08 | 40 | 58 | 2 | 0 |
| Principle 3.5 | Dec-05 | 13 | 80 | 1 | 6 |
| | Jun-06 | 22 | 68 | 3 | 7 |
| | Dec-06 | 29 | 70 | 1 | 0 |
| | Jun-07 | 29 | 65 | 4 | 2 |
| | Dec-07 | 38 | 60 | 0 | 2 |
| | Jun-08 | 54 | 44 | 2 | 0 |
| Principle 3.6 | Dec-05 | 13 | 58 | 19 | 10 |
| | Jun-06 | 13 | 59 | 16 | 12 |
| | Dec-06 | 20 | 64 | 10 | 6 |
| | Jun-07 | 27 | 69 | 4 | 0 |
| | Dec-07 | 29 | 64 | 0 | 7 |
| | Jun-08 | 38 | 60 | 2 | 0 |
| Principle 3.7 | Dec-05 | 11 | 64 | 19 | 6 |
| | Jun-06 | 13 | 74 | 10 | 3 |
| | Dec-06 | 18 | 72 | 9 | 1 |
| | Jun-07 | 10 | 86 | 4 | 0 |
| | Dec-07 | 31 | 69 | 0 | 0 |
| | Jun-08 | 29 | 67 | 2 | 2 |
| Quality Area 4 | | | | | |
| Principle 4.1 | Dec-05 | 12 | 22 | 17 | 49 |
| | Jun-06 | 19 | 17 | 15 | 49 |
| | Dec-06 | 19 | 45 | 6 | 30 |
| | Jun-07 | 22 | 45 | 10 | 23 |
| | Dec-07 | 34 | 33 | 13 | 20 |
| | Jun-08 | 35 | 27 | 11 | 27 |
| Principle 4.2 | Dec-05 | 12 | 39 | 19 | 30 |
| | Jun-06 | 14 | 52 | 9 | 25 |
| | Dec-06 | 19 | 57 | 8 | 16 |
| | Jun-07 | 17 | 61 | 12 | 10 |
| | Dec-07 | 42 | 47 | 2 | 9 |
| | Jun-08 | 38 | 51 | 9 | 2 |

| | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|-----------------------|--------|------------------|------------------|------------------|--------------------|
| Principle 4.3 | Dec-05 | 11 | 19 | 22 | 48 |
| | Jun-06 | 14 | 28 | 12 | 46 |
| | Dec-06 | 25 | 39 | 6 | 30 |
| | Jun-07 | 27 | 43 | 12 | 18 |
| | Dec-07 | 33 | 35 | 16 | 16 |
| | Jun-08 | 37 | 27 | 16 | 20 |
| Principle 4.4 | Dec-05 | 17 | 31 | 9 | 43 |
| | Jun-06 | 25 | 36 | 10 | 29 |
| | Dec-06 | 29 | 36 | 8 | 27 |
| | Jun-07 | 39 | 33 | 8 | 20 |
| | Dec-07 | 38 | 45 | 4 | 13 |
| | Jun-08 | 49 | 31 | 2 | 18 |
| Principle 4.5 | Dec-05 | 29 | 38 | 9 | 24 |
| | Jun-06 | 39 | 32 | 3 | 26 |
| | Dec-06 | 56 | 31 | 1 | 12 |
| | Jun-07 | 65 | 25 | 2 | 8 |
| | Dec-07 | 71 | 20 | 0 | 9 |
| | Jun-08 | 66 | 33 | 1 | 0 |
| Principle 4.6 | Dec-05 | 20 | 20 | 16 | 44 |
| | Jun-06 | 26 | 23 | 15 | 36 |
| | Dec-06 | 28 | 43 | 11 | 18 |
| | Jun-07 | 39 | 41 | 2 | 18 |
| | Dec-07 | 40 | 42 | 5 | 13 |
| | Jun-08 | 49 | 38 | 2 | 11 |
| Quality Area 5 | | | | | |
| Principle 5.1 | Dec-05 | 36 | 38 | 3 | 23 |
| | Jun-06 | 38 | 38 | 3 | 21 |
| | Dec-06 | 55 | 38 | 0 | 7 |
| | Jun-07 | 53 | 35 | 2 | 10 |
| | Dec-07 | 51 | 40 | 0 | 9 |
| | Jun-08 | 64 | 31 | 0 | 5 |
| Principle 5.2 | Dec-05 | 42 | 51 | 1 | 6 |
| | Jun-06 | 30 | 57 | 4 | 9 |
| | Dec-06 | 35 | 56 | 3 | 6 |
| | Jun-07 | 45 | 47 | 2 | 6 |
| | Dec-07 | 33 | 60 | 0 | 7 |
| | Jun-08 | 55 | 44 | 0 | 1 |

| | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|-----------------------|--------|------------------|------------------|------------------|--------------------|
| Principle 5.3 | Dec-05 | 14 | 67 | 7 | 12 |
| | Jun-06 | 15 | 68 | 4 | 13 |
| | Dec-06 | 26 | 67 | 3 | 4 |
| | Jun-07 | 20 | 72 | 2 | 6 |
| | Dec-07 | 47 | 47 | 0 | 6 |
| | Jun-08 | 53 | 42 | 4 | 1 |
| Principle 5.4 | Dec-05 | 45 | 40 | 9 | 6 |
| | Jun-06 | 39 | 46 | 2 | 13 |
| | Dec-06 | 48 | 46 | 3 | 3 |
| | Jun-07 | 33 | 59 | 4 | 4 |
| | Dec-07 | 42 | 53 | 0 | 5 |
| | Jun-08 | 64 | 31 | 2 | 3 |
| Quality Area 6 | | | | | |
| Principle 6.1 | Dec-05 | 35 | 51 | 8 | 6 |
| | Jun-06 | 39 | 55 | 3 | 3 |
| | Dec-06 | 49 | 45 | 3 | 3 |
| | Jun-07 | 49 | 47 | 2 | 2 |
| | Dec-07 | 45 | 51 | 0 | 4 |
| | Jun-08 | 73 | 25 | 2 | 0 |
| Principle 6.2 | Dec-05 | 27 | 41 | 13 | 19 |
| | Jun-06 | 22 | 50 | 6 | 22 |
| | Dec-06 | 32 | 53 | 4 | 11 |
| | Jun-07 | 37 | 47 | 10 | 6 |
| | Dec-07 | 29 | 60 | 0 | 11 |
| | Jun-08 | 46 | 44 | 5 | 5 |
| Principle 6.3 | Dec-05 | 15 | 65 | 10 | 10 |
| | Jun-06 | 13 | 71 | 10 | 6 |
| | Dec-06 | 27 | 56 | 11 | 6 |
| | Jun-07 | 33 | 45 | 16 | 6 |
| | Dec-07 | 31 | 60 | 2 | 7 |
| | Jun-08 | 58 | 42 | 0 | 0 |
| Principle 6.4 | Dec-05 | 25 | 42 | 8 | 25 |
| | Jun-06 | 19 | 46 | 12 | 23 |
| | Dec-06 | 31 | 56 | 5 | 8 |
| | Jun-07 | 31 | 49 | 8 | 12 |
| | Dec-07 | 31 | 51 | 7 | 11 |
| | Jun-08 | 44 | 45 | 2 | 9 |

| | | High Quality (%) | Good Quality (%) | Satisfactory (%) | Unsatisfactory (%) |
|---------------|--------|------------------|------------------|------------------|--------------------|
| Principle 6.5 | Dec-05 | 27 | 41 | 12 | 20 |
| | Jun-06 | 29 | 44 | 13 | 14 |
| | Dec-06 | 32 | 54 | 8 | 6 |
| | Jun-07 | 47 | 39 | 12 | 2 |
| | Dec-07 | 36 | 55 | 2 | 7 |
| | Jun-08 | 47 | 44 | 2 | 7 |
| | | | | | |

All figures rounded to the nearest whole percentage.

Number of family day care schemes which received Accreditation Decision between:

| | |
|-----------------------------------|-----|
| 1 July 2005 and 31 December 2005: | 69 |
| 1 January 2006 and 30 June 2006: | 69 |
| 1 July 2006 and 31 December 2006: | 154 |
| 1 January 2007 – 30 June 2007: | 51 |
| 1 July 2007 – 31 December 2007: | 45 |
| 1 January 2008 – 30 June 2008: | 55 |

FDCQA Principles 1 January - 30 June 2008

