

# Family Day Care Quality Assurance



National Childcare  
Accreditation Council

Family Day Care  
Quality Assurance

Quality Trends Report

1 July 2009 – 31 December 2009

# Background

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

The Quality Areas and Principles 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](http://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 for the following reporting periods:

- 1 July 2005 – 31 December 2005
- 1 January 2006 – 30 June 2006
- 1 July 2006 – 31 December 2006
- 1 January 2007 – 30 June 2007
- 1 July 2007 – 31 December 2007
- 1 January 2008 – 30 June 2008
- 1 July 2008 – 31 December 2008
- 1 January 2009 – 30 June 2009

# Executive Summary

As at 1 January 2010, 330 family day care schemes were registered with NCAC to participate in FDCQA and 93% of family day care schemes that completed the 5 steps of Child Care Quality Assurance were Accredited. Of these Accredited schemes, 79% achieved High Quality in all 6 Quality Areas. This is a significant achievement and indicates that a large percentage of family day care schemes are performing at a high standard.

61 family day care schemes received Accreditation Decisions between 1 July and 31 December 2009. Of these, 53 were Accredited (87%), while 8 were Not Accredited (13%).

Of the 61 schemes that received an Accreditation Decision between 1 July and 31 December 2009, the Principles for which schemes most often achieved a High Quality standard (75% or more) include:

Principle 1.4	Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care	80%
Principle 4.5	Children's needs for rest, sleep and comfort are supported	75%

Of the 61 schemes that received an Accreditation Decision between 1 July and 31 December 2009, the Principles for which schemes most often did not meet the Satisfactory standards (10% or more) include:

Principle 3.1	Carers respond to the interests and abilities of all children in ways that support learning in a home environment	10%
Principle 3.3	Carers and coordination unit staff guide children's behaviour in positive way	12%
Principle 4.1	The environments provided for children are safe	44%
Principle 4.2	Food and drink are nutritious and culturally appropriate	20%
Principle 4.3	The health and safety of all children are protected	34%
Principle 4.4	Nappy changing, toileting and bathing are positive experiences for children	34%
Principle 4.6	Current State or Territory legislation relating to child protection and wellbeing is implemented consistently	17%
Principle 6.2	The scheme consults and works collaboratively with all stakeholders	10%

# 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, p.9*).

## Quality Trends:

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

### Quality Area 1 has five Principles:

<b>Principle 1.1: Carers and coordination unit staff interact with all children in a warm, friendly and respectful way</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	57	41	2	0

<b>Principle 1.2: Communication between coordination unit staff and families is effective and supports the child's placement in care</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	46	0	0

<b>Principle 1.3: Communication between carers and families is effective and supports the family and child to settle into care</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	46	0	0

<b>Principle 1.4: Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	80	20	0	0

<b>Principle 1.5: Relationships within the scheme value diversity, teamwork, mutual respect, understanding and professionalism</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	56	44	0	0

## 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, p.21*).

### Quality Trends:

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

### Quality Area 2 has three Principles:

<b>Principle 2.1: The indoor and outdoor areas of carers' homes and play session venues are welcoming, comfortable and child friendly</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	52	43	0	5

<b>Principle 2.2: All children have access to a variety of interesting materials and equipment</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	52	43	2	3

<b>Principle 2.3: Facilities used by the coordination unit are welcoming and accessible</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	61	36	0	3

# 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, p.29*).

## 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 Satisfactory standard for Principle 3.1 and 3.3.

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## Quality Area 3 has seven Principles:

<b>Principle 3.1: Carers respond to the interests and abilities of all children in ways that support learning in a home environment</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	28	61	1	10

5% or more of services did not meet the Satisfactory standard for the following indicator:

**Indicator 3.1.3**      There is a balance between staying home and going out

<b>Principle 3.2: Coordination unit staff support children's learning through home visits and/or play sessions</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	64	31	2	3

# Quality Area 3: Children's Experiences, Learning and Development

<b>Principle 3.3: Carers and coordination unit staff guide children's behaviour in positive ways</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	62	26	0	12

5% or more of services did not meet the Satisfactory standard for the following indicator:

**Indicator 3.3.2** The policy on positive guidance of child behaviour is dated and sourced

<b>Principle 3.4: Carers and coordination unit staff promote resilience and social competence in all children</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	41	59	0	0

<b>Principle 3.5: Carers and coordination unit staff promote physical competence in all children</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	44	54	0	2

<b>Principle 3.6: Carers and coordination unit staff foster all children's language, literacy, curiosity, mathematical thinking and scientific exploration</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	26	70	2	2

<b>Principle 3.7: Carers and coordination unit staff support all children's creative expression</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	26	67	7	0

# 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, p.45*).

## Quality Trends:

10% or more of schemes did not meet the Satisfactory standard for Principles 4.1, 4.2, 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				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	38	18	0	44

5% or more of schemes did not meet the Satisfactory standard for the following indicators:

- Indicator 4.1.3** The scheme safety procedures are implemented consistently by coordination unit staff and carers
- Indicator 4.1.6** Toys, equipment and play materials are safe for the ability levels of the children using them and are made available to children only in areas where they may be used safely
- Indicator 4.1.7** Premises, grounds, equipment and furnishings are maintained in a safe, clean condition and in good repair at all times
- Indicator 4.1.8** Every domestic pet and farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the carer, staff member or other adult
- Indicator 4.1.14** Carers and coordination unit staff model sun protection practices

Principle 4.2: Food and drink are nutritious and culturally appropriate				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	28	52	0	20

A combination of indicators resulted in 20% of schemes not meeting the Satisfactory standard.



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

Principle 4.3: The health and safety of all children are protected				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	53	11	2	34

5% or more of schemes did not meet the Satisfactory standard for the following indicators:

**Indicator 4.3.2** Policies and procedures on infection control, illness, administering medication, accident and emergency are dated and sourced

**Indicator 4.3.3** Carers and coordination unit staff adhere to accepted hygiene principles that minimise the spread of infectious diseases and encourage children to follow these

**Indicator 4.3.4** Carers and coordination unit staff wash their hands effectively before handling food, after each nappy change, toileting and other similar situations

**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				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	49	17	0	34

5% or more of schemes did not meet the Satisfactory standard for the following indicators:

**Indicator 4.4.1** The scheme has written policies and procedures for nappy changing, toileting and bathing that are consistent with current recommendations by recognised health authorities

**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				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	75	15	2	8

5% or more of schemes did not meet the Satisfactory standard for the following indicator:

**Indicator 4.5.2** The policy related to the selection and use of cots, beds and bedding is dated and sourced

Principle 4.6: Current State or Territory legislation relating to child protection and wellbeing is implemented consistently				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	62	21	0	17

5% or more of schemes did not meet the Satisfactory standard for the following indicator:

**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, p.59*).

### Quality Trends:

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

### Quality Area 5 has four Principles:

<b>Principle 5.1: Recruitment, selection and orientation processes for carers and coordination unit staff encourage and support the provision of a quality service</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	59	34	0	7

5% or more of schemes did not meet the Satisfactory standard for the following indicator:

**Indicator 5.1.2** Policies and procedures for the recruitment and selection of carers and coordination unit staff are dated and sourced

<b>Principle 5.2: The scheme has a systematic process in place to monitor current practice and identify areas for continuing improvement</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	43	52	3	2

<b>Principle 5.3: Professional development opportunities are accessed by carers, coordination unit staff and others involved in management</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	66	34	0	0

<b>Principle 5.4: The scheme promotes occupational health and safety</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	46	0	0

## 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, p.69*).

### Quality Trends:

Most family day care schemes achieved Good to High Quality in this Quality Area. However, 10% or more of schemes did not meet the Satisfactory standard for Principle 6.2 in this Quality Area.

### Quality Area 6 has five Principles:

<b>Principle 6.1: Management practices are ethical and operate within relevant legislation</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	72	28	0	0

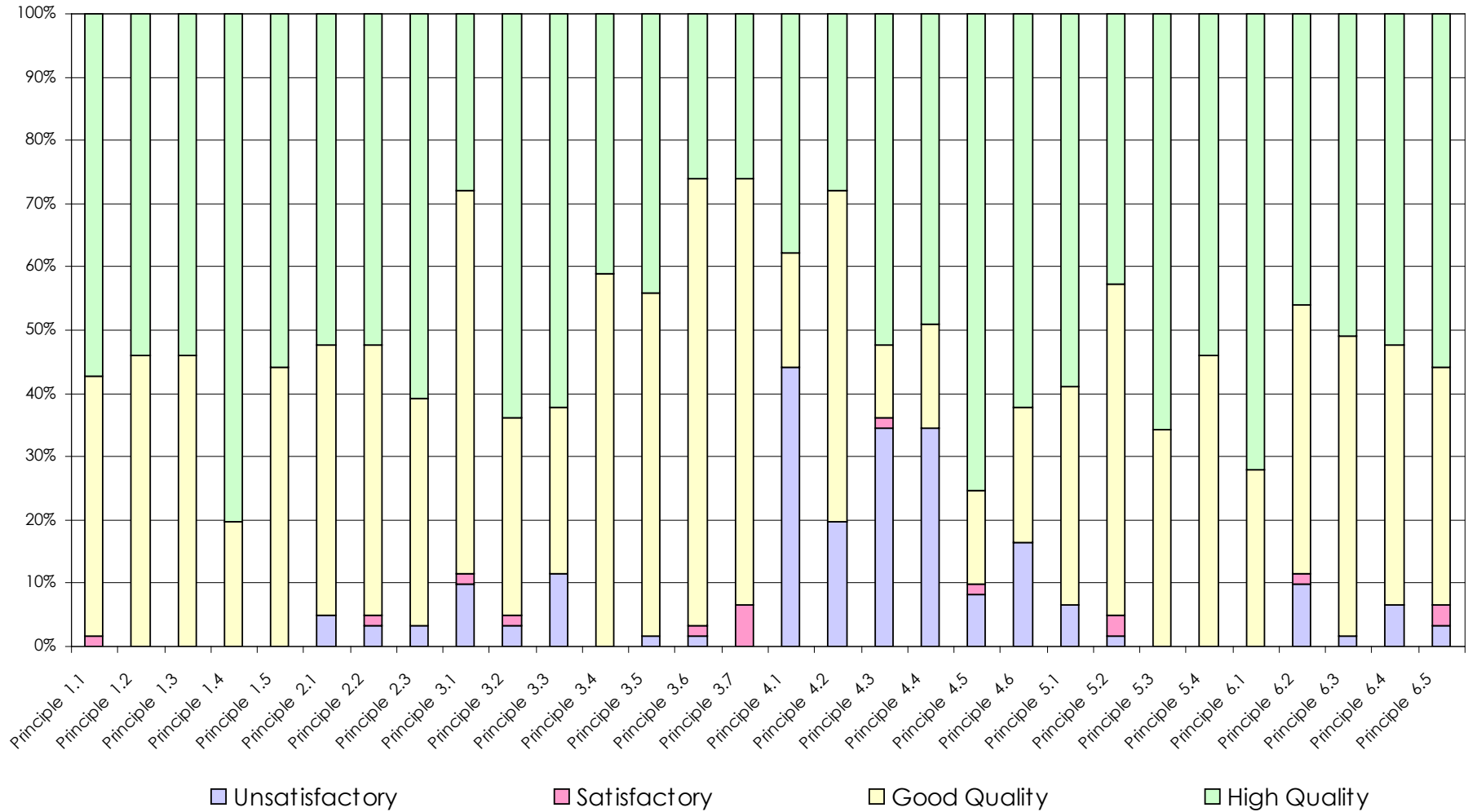
<b>Principle 6.2: The scheme consults and works collaboratively with all stakeholders</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	46	43	1	10

<b>Principle 6.3: The scheme has an efficient, effective and ethical process for the management of records</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	51	48	0	1

<b>Principle 6.4: The scheme has simple and transparent grievance and complaints handling procedures</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	52	41	0	7

<b>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</b>				
	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	56	38	3	3

# Summary of FDCQA Principles



# Comparative Quality Trends Analysis

A total of 61 family day care schemes received Accreditation Decisions for this reporting period.

Of the 53 Accredited schemes, 19 maintained their previously Accredited status, six schemes were Accredited following their first Validation Visit and 28 schemes that were previously Not Accredited became Accredited. 85% of family day care schemes which received Accreditation Decisions for this reporting period achieved High Quality ratings across all 6 Quality Areas.

Of the eight Not Accredited schemes, six that were previously Accredited became Not Accredited. One scheme was Not Accredited following their first Validation Visit and one scheme was Not Accredited for the third consecutive occasion.

As compared to the previous reporting period:

- High Quality ratings fell across 19 of the 30 Principles
- There was a corresponding rise in Good Quality ratings across 24 of the 30 Principles
- There was a decrease in Satisfactory ratings across 15 Principles of the 30 Principles
- Unsatisfactory ratings fell across 23 Principles of the 30 Principles

There were several individual indicators for which more than 10% of services received Unsatisfactory ratings:

Indicator		Unsatisfactory
Indicator 4.1.7	Premises, grounds, equipment and furnishings are maintained in a safe, clean condition and in good repair at all times	16%
Indicator 4.1.14	Carers and coordination unit staff model sun protection practices	13%
Indicator 4.3.3	Carers and coordination unit staff adhere to accepted hygiene principles that minimise the spread of infectious diseases and encourage children to follow these	16%
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	15%
Indicator 4.4.3	The scheme procedures for bathing, nappy changing and/or toileting are implemented consistently	30%

A significant proportion of Unsatisfactory ratings across several Principles in Quality Area 4 were related to the development, implementation, dating and sourcing of policies and procedures in the following areas:

Principle	Policy Area	Unsatisfactory
Principle 4.1	Safety and Sun Protection	44%
Principle 4.2	Nutrition	20%
Principle 4.3	Infection control, illness, administering medication, accident and emergency	34%
Principle 4.4	Nappy changing, toileting and bathing	34%

# Comparative Quality Trends Analysis

This reporting period has shown a higher percentage of Accredited schemes than the previous reporting period, however there were less schemes that received an Accreditation Decision.

NCAC policy rules have impacted on Family Day Care Quality Assurance ratings. In early 2009 NCAC increased the percentage of carers needed to meet the requirements of Satisfactory indicators in FDCQA. This change aligned FDCQA with the measurement process in the long day care and outside school hours care quality assurance systems.

Quality Area 4: Health, Hygiene, Nutrition, Safety and Wellbeing has historically received a significantly high proportion of Unsatisfactory indicators. From early 2009 NCAC has worked in conjunction with Family Day Care Australia to provide additional support to schemes in the form of teleconferences, new resources, telephone support and presentations in order to reverse this trend.

During this reporting period, there was an increase in the percentage of High Quality ratings for Principles 4.1, 4.2, 4.3, and 4.6 and a decline in Unsatisfactory indicators for Principles 4.1, 4.3 and 4.5. This is a significant improvement from the last reporting period and demonstrates the positive progress made by schemes in enhancing the standards of quality in this area.

NCAC will continue to offer further support from Child Care Advisers and will develop and review resources for schemes.

# NCAC Support for Services

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 *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 *Quality Trends Reports*.

## NCAC Policy Development Guide

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 scheme and that meet FDCQA requirements.

## Putting Children First magazine

NCAC's magazine, *Putting Children First*, is distributed quarterly to all services participating in the Child Care Quality Assurance systems. Recent articles supporting quality practices include:

- Supporting children's development: Problem solving and mathematical thinking (September 2009)
- Effective toileting and nappy change procedures (September 2009)
- I'm not scared! Risk and challenge in children's programs (September 2009)
- Supporting partnerships through family participation (September 2009)
- Playing fair – gender equity in child care (September 2009)
- Inclusive practice: Working with families who are vulnerable (September 2009)
- Creating a child-friendly garden (September 2009)
- The other three Rs – recruiting, recognising and retaining employees (September 2009)
- Supporting children's development: Life skills (December 2009)
- What is best hygiene practice – handwashing or hand gels? (December 2009)
- Positive goodbyes: Helping children and families to manage separations (December 2009)
- Let's talk! Having meaningful conversations with children (December 2009)
- Food for thought – promoting healthy eating in child care (December 2009)
- Making meal times positive (December 2009)
- Managing food allergy and anaphylaxis in child care (December 2009)

## Quality Companions

*Quality Companions* provide information to assist schemes in their progression through the five steps of Child Care Quality Assurance. A new *Quality Companion* for Step 2: Sourcing and Dating Policies and Procedures was made available to download from NCAC's website on 1 September 2009.

## Factsheets for services and families

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 has developed *Family Factsheets* to support families' understanding of quality issues and practices in child care. The *Family Factsheets* are available for download from NCAC's website in several community languages.

## Access to Quality Trends Reports

NCAC refers services to the *FDCQA Quality Trends Reports* through publications such as *Putting Children First*. Services can use the information provided by the *FDCQA Quality Trends Reports* to assist their progress, particularly during Step 2: Self-study and Continuing Improvement. *Quality Trends Reports* are available to download from the NCAC website.

## Translated information

NCAC developed a number of resource flyers translated in several community languages in October 2009.

# FDCQA Principle Ratings

Quality Area 1	Period end	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
	Dec-08	59	39	0	2
	Jun-09	53	44	0	3
	Dec-09	57	41	2	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
	Dec-08	65	33	1	1
	Jun-09	78	20	1	1
	Dec-09	54	46	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
	Dec-08	48	51	0	1
	Jun-09	53	47	0	0
	Dec-09	54	46	0	0
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
	Dec-08	66	28	0	6
	Jun-09	76	20	0	4
	Dec-09	80	20	0	0



# FDCQA Principle Ratings

Quality Area 1	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	54	44	1	1
	Jun-09	71	28	0	1
	Dec-09	56	44	0	0
Quality Area 2	Period end	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
	Dec-08	56	30	3	11
	Jun-09	56	28	4	12
	Dec-09	52	43	0	5
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
	Dec-08	56	30	1	13
	Jun-09	56	33	1	10
	Dec-09	52	43	2	3
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
	Dec-08	74	16	3	7
	Jun-09	75	17	5	3
	Dec-09	61	36	0	3

# FDCQA Principle Ratings

Quality Area 3	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	34	47	4	15
	Jun-09	23	56	3	18
	Dec-09	28	61	1	10
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
	Dec-08	64	31	0	5
	Jun-09	74	19	1	6
	Dec-09	64	31	2	3
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
	Dec-08	66	16	4	14
	Jun-09	68	21	0	11
	Dec-09	62	26	0	12
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
	Dec-08	58	36	0	6
	Jun-09	54	42	2	2
	Dec-09	41	59	0	0

# FDCQA Principle Ratings

Quality Area 3	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	59	36	0	5
	Jun-09	50	48	0	2
	Dec-09	44	54	0	2
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
	Dec-08	38	53	2	7
	Jun-09	41	51	2	6
	Dec-09	26	70	2	2
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
	Dec-08	30	61	4	5
	Jun-09	19	71	6	4
	Dec-09	26	67	7	0
Quality Area 4	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	39	10	1	50
	Jun-09	35	12	5	48
	Dec-09	38	18	0	44

# FDCQA Principle Ratings

Quality Area 4	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	31	44	6	19
	Jun-09	25	55	2	18
	Dec-09	28	52	0	20
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
	Dec-08	39	21	1	39
	Jun-09	40	14	2	44
	Dec-09	53	11	2	34
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
	Dec-08	42	21	1	36
	Jun-09	56	10	2	32
	Dec-09	49	17	0	34
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
	Dec-08	73	14	1	12
	Jun-09	75	13	2	10
	Dec-09	75	15	2	8

# FDCQA Principle Ratings

Quality Area 4	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	54	27	4	15
	Jun-09	58	21	4	17
	Dec-09	62	21	0	17
Quality Area 5	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	70	28	1	1
	Jun-09	74	18	0	8
	Dec-09	59	34	0	7
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
	Dec-08	55	43	1	1
	Jun-09	75	21	1	3
	Dec-09	43	52	3	2
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
	Dec-08	59	33	1	7
	Jun-09	71	24	1	4
	Dec-09	66	34	0	0

# FDCQA Principle Ratings

Quality Area 5	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	62	34	4	0
	Jun-09	70	25	4	1
	Dec-09	54	46	0	0
Quality Area 6	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	78	22	0	0
	Jun-09	82	17	0	1
	Dec-09	72	28	0	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
	Dec-08	48	40	0	12
	Jun-09	59	30	2	9
	Dec-09	46	43	1	10
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
	Dec-08	49	41	4	6
	Jun-09	62	36	0	2
	Dec-09	51	48	0	1

# FDCQA Principle Ratings

Quality Area 6	Period end	High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
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
	Dec-08	56	30	3	11
	Jun-09	68	24	1	7
	Dec-09	52	41	0	7
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
	Dec-08	50	30	3	17
	Jun-09	75	20	0	5
	Dec-09	56	38	3	3

Reporting period of six months to end of month specified.

All figures rounded to the nearest whole percentage.

Number of family day care schemes which received an Accreditation Decision in each reporting period:

1 July 2005 – 31 December 2005	69
1 January 2006 – 30 June 2006	69
1 July 2006 – 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
1 July 2008 – 31 December 2008	80
1 January 2009 – 30 June 2009	126
1 July 2009 – 31 December 2009	61