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Outside School Hours Care Quality Assurance Quality Trends Report

For the period 1 January 2006 to 30 June 2006

The purpose of this *Quality Trends Report* is to identify key areas within Outside School Hours Care Quality Assurance (OSHCQA) that outside school hours care services are performing well in and those which contribute to centres receiving a Not Accredited status. The Quality Areas and Principles are detailed in the OSHCQA *Quality Practices Guide* (2003) available for purchase from the National Childcare Accreditation Council (NCAC). Where references are made to numbered Indicators, these are listed in the OSHCQA *Validation Report* (2003).

Quality Trends Reports are conducted twice yearly by NCAC, in January and July each year, for each of the Quality Assurance systems. These reports are publicly available on the NCAC website (www.ncac.gov.au).

OSHCQA Quality Trends Report

As at 1 July 2006, **86.3 %** of outside school hours care services that have completed the 5 steps to Quality Assurance are Accredited. Of these services, **65%** have achieved High Quality in all 8 Quality Areas. This is a significant achievement for outside school hours care services progressing through OSHCQA for the first time. **496** outside school hours care services received Accreditation Decisions between 1 January 2006 and 30 June 2006.

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

1.1	Staff foster self esteem and confidence in children	42%
1.3	Children are treated equitably	40%
2.1	Staff communicate effectively with each other and display professionalism, teamwork and mutual respect	54%
2.2	Staff create a responsive and inclusive atmosphere and relate to children in a warm and friendly manner	56%
2.3	Staff guide children's behaviour in a positive way	47%
3.1	The service is responsive to the interests of families and encourages participation in the operation of the service	37%
4.2	Programming caters for the needs, interests and abilities of all children	37%
5.1	Programs encourage children to initiate and participate in play and recreational experiences	48%
5.2	Programs support physical development	49%
5.3	Programs support the development of life skills	38%
5.4	Programs support creative and aesthetic development	37%
6.4	The service plans to meet the individual health requirements of children	39%
8.1	Management ensures the service operates within relevant legislation	47%
8.2	Management and staff support each other and communicate effectively	54%

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

4.1	Programs reflect a clear statement of service philosophy and a related set of service goals	14%
4.4	Programs are evaluated regularly	13%
6.1	Balanced and healthy eating is promoted by the service	17%
6.2	Staff implement effective and current food handling and hygiene practices	15%
6.3	The service acts to control the spread of infectious diseases	10%
7.1	The service has effective policies and procedures on protective care	10%
7.2	The service promotes a safe environment for both children and staff	24%
8.4	Management has effective recruitment, orientation and induction processes for staff	11%
8.6	Management ensures that grievance and complaints procedures are adhered to	18%

Quality Area 1: Respect for Children

Strategies should be in place to foster respect and support all children's participation in the program. Staff play an integral part in demonstrating appreciation for children's unique backgrounds, abilities and needs.

Showing interest in and respect for children makes them feel valued, capable and more confident in their ability to express themselves, work through differences, learn new things and take calculated risks. Above all, it promotes self esteem and enhances the children's enjoyment of the program.

Respectful communication with children role models effective and appropriate ways of relating to others. It also establishes the overall expectation that all members of the outside school hours care community be treated with respect, understanding, kindness, fairness and courtesy (OSHCQA *Quality Practices Guide*, 2003, page 7).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area.

Quality Area 1 has three Principles:

Principle 1.1: Staff foster self esteem and confidence in all children.

Principle 1.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	42	57	0	1

Principle 1.1 was rarely rated Unsatisfactory.

Principle 1.2: Staff respect the diversity of children's backgrounds and abilities and accommodate the individual needs of each child.

Principle 1.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	35	57	2	6

In Principle 1.2 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 1.2.3** *Staff provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds*
- Indicator 1.2.5** *Staff obtain and use resources that reflect the diversity of children, families and the community*

Principle 1.3: Children are treated equitably.

Principle 1.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	40	53	1	6

In Principle 1.3 the Indicator that most often resulted in Unsatisfactory ratings was:

Indicator 1.3.1 *The service has a policy designed to reduce bias and prejudice within the service*

Quality Area 2: Staff Interactions and Relationships with Children

Staff should display a shared commitment to fostering professional, harmonious relationships amongst themselves and with children to ensure the environment meets the play and care needs of school age children. The term 'staff' encompasses all adults at the services – paid and unpaid – who are in contact with children and/or families.

A successful team communicates openly, shares knowledge and understanding, embraces diversity and demonstrates mutual respect and professional ethics. Team members should be aware of each other's work and support each other actively in sharing responsibilities. To ensure continuity of care for each child, staff should share information about children and programs while taking care to do so in a sensitive and confidential manner.

It is vitally important that staff create a responsive and inclusive atmosphere within the service. This atmosphere provides a positive, secure foundation on which to base the service's programs and promote their ultimate success.

To do this staff need to take the time to foster friendships with children, seeking to understand them, develop trust and interact in positive ways. In doing so staff responses should consciously foster children's self esteem, sense of fairness, empathy and ability to cooperate.

Staff need to guide children's behaviour in a positive way, helping them to express a range of emotional responses. Guidance methods should be based on understanding and cooperation rather than control and punishment so that children develop and sustain self discipline and emotional growth (OSHCQA *Quality Practices Guide*, 2003, page 15).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area.

Quality Area 2 has three Principles:

Principle 2.1: Staff communicate effectively with each other and display professionalism, teamwork and mutual respect.

Principle 2.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	44	1	1

Principle 2.1 was rarely rated Unsatisfactory.

Principle 2.2: Staff create a responsive and inclusive atmosphere and relate to children in a warm and friendly manner.

Principle 2.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	56	42	0	2

Principle 2.2 was rarely rated Unsatisfactory.

Principle 2.3: Staff guide children's behaviour in a positive way.

Principle 2.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	47	47	1	5

In Principle 2.3 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 2.3.2 *Staff recognise and manage inappropriate behaviour within the group*

Indicator 2.3.7 *The service has a policy and procedures on behaviour support for children*

Quality Area 3: Partnerships with Families and Community Links

The relationship between the child's family and staff is crucial to the child's well-being, development and progress. Children benefit most when this is a trusting and mutually supportive partnership. When families and staff work together and communicate openly about children the program can be tailored to meet the individual needs of each child and their family.

The child, the family and the service do not exist in isolation. They are all part of a larger, more diverse community. The best outcomes for children are achieved when there are strong community links, for example with local businesses, schools and other community organisations supporting children and their families.

The service is accountable to the community in which it is located. It is important that the service maintains an ongoing awareness of the demographics and needs of the local community – using this knowledge to plan and target the service. A responsive program reflects community values and attitudes and utilises community resources (OSHCQA *Quality Practices Guide*, 2003, page 23).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area.

Quality Area 3 has three Principles:

Principle 3.1: The service is responsive to the interests of families and encourages participation in the operation of the service.

Principle 3.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	37	54	2	7

In Principle 3.1 the Indicator that most often resulted in Unsatisfactory ratings was:

Indicator 3.1.2 *The service has a family information publication that explains the service's philosophy and policies*

Principle 3.2: The service actively seeks to build links with the community.

Principle 3.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	21	70	3	6

In Principle 3.2 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 3.2.1 *The service holds current information on relevant community resources*

Indicator 3.2.2 *Staff and families have ready access to information on community resources*

Principle 3.3: The service is responsive to diverse community needs.

Principle 3.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	30	62	4	4

Principle 3.3 was rarely rated Unsatisfactory.

Quality Area 4: Programming and Evaluation

The service's philosophy and goals provide an important framework within which programming decisions are made. Effective programming also takes into account feedback and observations from all the service's stakeholders – most importantly, from the children themselves. Furthermore, services need to consider various contextual issues when planning programs. These include venue location and design, child and family characteristics, staff backgrounds, available resources, group dynamics and aspects of the local environment.

Programs need to be flexible and adaptable – at short notice – to meet individual and group interests, talents and abilities. The program/s should be stimulating and involving, with a variety of opportunities available for children to pursue their current interests and develop new ones.

As far as possible, the program/s should allow children to make their own choices based on individual interests, needs, ages, strengths and energy levels. The program/s should promote the importance of play. Regimented times – when everyone is required to do the same thing at the same time – should be kept to a minimum.

Staff should all share in planning and evaluating programs to achieve positive outcomes for children. While staff have their own views on program outcomes, these need to be considered alongside feedback from children and families. For evaluation to function effectively, services need to keep written records of the program/s and the information used to evaluate programs and shape future programming decisions. Finally, evaluation should be motivated by a genuine desire to improve the program/s (OSHCQA *Quality Practices Guide*, 2003, page 31).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area. However a significant proportion of services did not meet the Accreditation standards of Principles 4.1 and 4.4.

Quality Area 4 has four Principles:

Principle 4.1: Programs reflect a clear statement of service philosophy and a related set of service goals.

Principle 4.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	23	56	7	14

In Principle 4.1 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 4.1.1** *A statement of philosophy and goals for the service is available in orientation information for staff and new families to the service*
- Indicator 4.1.2** *The service philosophy incorporates current understandings of the importance of middle childhood and the value of play*
- Indicator 4.1.3** *The service philosophy is inclusive of all children*
- Indicator 4.1.4** *The service policies and practices reflect the statement of philosophy and goals*

Principle 4.2: Programming caters for the needs, interests and abilities of all children.

Principle 4.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	37	61	0	2

Principle 4.2 was rarely rated Unsatisfactory.

Principle 4.3: Staff work collaboratively with children to plan and implement experiences.

Principle 4.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	30	68	1	1

Principle 4.3 was rarely rated Unsatisfactory.

Principle 4.4: Programs are evaluated regularly.

Principle 4.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	23	58	6	13

In Principle 4.4 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 4.4.1** *There is evidence that evaluation of the structure, process and content of the program occurs*
- Indicator 4.4.2** *Families, children, management and staff have opportunities to contribute to the evaluation of the program*
- Indicator 4.4.3** *Issues raised by families, including complaints about the service, are taken into account when planning and evaluating the program*
- Indicator 4.4.4** *There is evidence that evaluations influence the program*

Quality Area 5: Play and Development

An effective outside school hours service recognises the unique requirements of each child and makes an effort to meet these needs. Programs are developed to foster aspects of children's development in a holistic way. One of the primary objectives of program planning is to support the natural play that children initiate and engage in spontaneously.

The child's right to play and the value of child initiated play are acknowledged in the way the environment and program/s are structured and in the expectations adults have about how children will spend their time. Creative, self directed play should not be viewed as wasted time but rather as the medium for some of the richest experiences and most powerful learning of childhood.

In this context the service should provide children with a safe, stimulating environment and the time to explore, create, experiment and express themselves as they choose (OSHCQA *Quality Practices Guide*, 2003, page 41).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area.

Quality Area 5 has four Principles:

Principle 5.1: Programs encourage children to initiate and participate in play and recreational experiences.

Principle 5.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	48	47	1	4

Principle 5.1 was rarely rated Unsatisfactory.

Principle 5.2: Programs support physical development.

Principle 5.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	49	49	1	1

Principle 5.2 was rarely rated Unsatisfactory.

Principle 5.3: Programs support the development of life skills.

Principle 5.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	38	60	1	1

Principle 5.3 was rarely rated Unsatisfactory.

Principle 5.4: Programs support creative and aesthetic development.

Principle 5.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	37	58	1	4

Principle 5.4 was rarely rated Unsatisfactory.

Quality Area 6: Health, Nutrition and Wellbeing

Management and staff share a responsibility to keep up-to-date with, and inform families of, current information on research and practices recommended by health and nutrition authorities. Staff need to be sensitive and responsive to each child's daily nutritional needs, eating patterns, food preferences and dietary requirements.

Cultural differences in relation to health, nutrition, food preparation and handling must also be considered and accommodated by the service. Services may also like to introduce children to a variety of food from different cultures.

Services need to follow proper food handling and hygiene procedures to ensure that food – provided by both services and families – is kept in good condition and retains its nutritional value. Factors which promote children's health include effective handwashing, nutrition and immunisation.

In Australia, immunisation is widely accepted as one of the most effective ways of reducing serious infection in children. The risks of infectious diseases are typically far greater than risks associated with immunisation (OSHCQA *Quality Practices Guide*, 2003, page 51).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area. However a significant proportion of services did not meet the Accreditation standards of Principles 6.1, 6.2 and 6.3.

Quality Area 6 has four Principles:

Principle 6.1: Balanced and healthy eating is promoted by the service.

Principle 6.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	30	50	3	17

In Principle 6.1 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 6.1.1** *The service has a written nutrition policy that was developed/ revised in consultation with families and is consistent with advice from recognised nutrition authorities*
- Indicator 6.1.2** *The service provides food that is consistent with the service's nutrition policy or actively encourages families to supply food that is consistent with the policy*

Principle 6.2: Staff implement effective and current food handling and hygiene practices.

Principle 6.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	16	62	7	15

In Principle 6.2 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 6.2.1** *The service has documented procedures for food handling and hygiene based on current advice from recognised health and safety authorities*
- Indicator 6.2.2** *Food handling and hygiene procedures are followed at all times*
- Indicator 6.2.3** *Staff wash their hands effectively before preparing, serving or eating food*
- Indicator 6.2.4** *Surfaces are cleaned and sanitised before and/or after food preparation*
- Indicator 6.2.6** *Children are encouraged to follow good food handling and hygiene practices*

Principle 6.3: The service acts to control the spread of infectious diseases.

Principle 6.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	31	54	5	10

In Principle 6.3 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 6.3.1** *The service has documented policies and procedures for controlling the spread of infectious diseases based on current advice from recognised health authorities*
- Indicator 6.3.2** *Staff consistently implement the service's policies and procedures for controlling the spread of infectious diseases*
- Indicator 6.3.3** *Children are actively encouraged to follow appropriate hygiene practices*

Principle 6.4: The service plans to meet the individual health requirements of children.

Principle 6.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	39	57	1	3

Principle 6.4 was rarely rated Unsatisfactory.

Quality Area 7: Protective Care and Safety

The safety of children is paramount at all times. With this in mind, management and staff are required to exercise a duty of care. This means they have a legal and moral obligation to ensure the safety and well being of all children.

In exercising a duty of care both management and staff must take reasonable care to protect children from foreseeable risk of harm or injury. Services must ensure appropriate safety measures, including a safe environment and clear limits are applied to avoid dangerous situations.

Services must demonstrate procedures for identifying, handling and reporting accidents, building hazards and faulty equipment. Safety procedures such as these enable emergency situations to be handled calmly and effectively, reducing the risk of further harm or damage.

Issues of child abuse or neglect can be stressful for all involved. Documented protective care policies and procedures outlining how services meet their responsibilities in this area will provide support and guidance for all parties (OSHCQA *Quality Practices Guide*, 2003, page 61).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area. However, a significant proportion of services did not meet the Accreditation standards of Principles 7.1 and 7.2.

Quality Area 7 has three Principles:

Principle 7.1: The service has effective policies and procedures on protective care.

Principle 7.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	33	50	7	10

In Principle 7.1 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 7.1.1** *The service's protective care policies and procedures reflect legislated requirements*
- Indicator 7.1.2** *The service has records that show all staff are compliant with child worker clearance requirements in their State/Territory*
- Indicator 7.1.3** *All staff are aware of their responsibilities in relation to child protection*
- Indicator 7.1.4** *Management provides resources and support to staff to help them understand, comply with and respond to issues related to child protection*
- Indicator 7.1.5** *Staff supervise all areas available to children*
- Indicator 7.1.6** *Procedures are in place for signing children in and out of care and releasing children only as authorised by the family*

Principle 7.2: The service promotes a safe environment for both children and staff.

Principle 7.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	30	42	4	24

In Principle 7.2 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 7.2.1** *The service has a systematic procedure for checking the safety of the building, grounds and equipment*
- Indicator 7.2.2** *Potential hazards are identified by staff and made inaccessible to children*
- Indicator 7.2.3** *All dangerous chemicals are clearly labelled*
- Indicator 7.2.5** *The service has documented its emergency and evacuation procedures for situations involving fire, accident management and intruders*
- Indicator 7.2.7** *The service ensures that there are safe facilities for food storage*
- Indicator 7.2.8** *The service has a written sun protection policy and staff implement it actively*

Principle 7.3: The service promotes occupational health and safety.

Principle 7.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	30	59	4	7

In Principle 7.3 the Indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 7.3.1** *The service's staff handbook or orientation process includes information on safe work practices*
- Indicator 7.3.2** *Staff are aware of occupational health and safety issues*
- Indicator 7.3.3** *The service has procedures for staff to report occupational health and safety issues to management as required by legislation*
- Indicator 7.3.4** *The service has procedures for promptly rectifying any occupational health and safety risk to staff, children or visitors to the service*

Quality Area 8: Managing to Support Quality

Management's role is to chart the direction of the service and ensure its overall management and operation is smooth, effective and conducted within all relevant laws and regulations. An ethical approach to management will encourage the provision of a quality service.

Planning for the management of a service will give consideration to the roles of staff, committees or boards and the development and implementation of policies, procedures and administrative systems.

Written policies should be used to inform and guide the decisions and actions of all service personnel. It is important that the process for developing such policies and procedures involves consultation with all parties – families, children, management, staff and sponsors/owners. These parties should also have opportunities to contribute to the regular evaluation of existing policies and procedures.

This level of consultation means management decisions and policies and procedures are more likely to meet the needs of the service, be understood, agreed on and implemented (OSHCQA *Quality Practices Guide*, 2003, page 69).

Quality Trends:

Most outside school hours care services achieved Good to High Quality in this Quality Area. However, a significant proportion of services did not meet the Accreditation standards of Principles 8.4 and 8.6.

Quality Area 8 has six Principles:

Principle 8.1: Management ensures the service operates within relevant legislation.

Principle 8.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	47	45	2	6

In Principle 8.1 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 8.1.2 *The service has policies and procedures that reflect legislated requirements*

Indicator 8.1.3 *The service has a clear statement of confidentiality that is available to all staff and families*

Principle 8.2: Management and staff support each other and communicate effectively.

Principle 8.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	38	1	7

In Principle 8.2 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 8.2.2 *Procedures for staff to raise issues with management are included in a staff handbook or relevant material*

Indicator 8.2.3 *A written procedure exists for staff to raise comments, suggestions, concerns, grievances or complaints*

Principle 8.3: Management has effective strategies for communicating with families.

Principle 8.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	31	62	3	4

In Principle 8.3 the Indicator that most often resulted in Unsatisfactory ratings was:

Indicator 8.3.1 *The service has a family information package that covers relevant policies and procedures and details of how the service operates*

Principle 8.4: Management has effective recruitment, orientation and induction processes for staff.

Principle 8.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	23	64	2	11

In Principle 8.4 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 8.4.1 *The service has a documented process for the recruitment of new staff*

Indicator 8.4.2 *Staff handbooks are available for all members of staff*

Indicator 8.4.3 *There are both orientation and induction processes for new staff*

Indicator 8.4.4 *New staff are given an orientation package*

Indicator 8.4.5 *All staff have a documented job description*

Principle 8.5: Management provides and facilitates professional development opportunities.

Principle 8.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	20	70	4	6

In Principle 8.5 the Indicator that most often resulted in Unsatisfactory ratings was:

Indicator 8.5.3 *The service keeps records of staff participation in professional development*

Principle 8.6: Management ensures that grievance and complaints procedures are adhered to.

Principle 8.6	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	27	53	2	18

In Principle 8.6 the Indicators that most often resulted in Unsatisfactory ratings were:

Indicator 8.6.1 *The service has grievance and complaints procedures for families, children and staff*

Indicator 8.6.2 *The service has a process for maintaining confidential records of grievances and complaints and how they were resolved*

Indicator 8.6.3 *Procedures for handling complaints about the service or the care provided are included in a family information package*

Indicator 8.6.4 *Procedures for handling staff complaints are included in a staff handbook*

Outside School Hours Care Quality Assurance Quality Trends

The National Childcare Accreditation Council (NCAC) has conducted three OSHCQA Quality Trends Reports for outside school hours care services as follows:

June 2005 Quality Trends Report	(1 January 2005 – 30 June 2005)
December 2005 Quality Trends Report	(1 July 2005 – 31 December 2005)
June 2006 Quality Trends Report	(1 January 2006 – 30 June 2006)

These *Quality Trends Reports* demonstrate a number of quality trends in the performance of outside school hours care services against the standards of quality care outlined in the *OSHCQA Quality Practices Guide (2003)*.

As at 1 July 2006, 3,034 outside school hours care services were registered with NCAC to participate in OSHCQA. Between January 2006 and 30 June 2006, **496** outside school hours care services progressed through the 5 steps of Quality Assurance and received an Accreditation Decision.

Notable trends in the data include:

- A significant increase in the proportion of Good Quality ratings of an average 16 percentage points, across the June 2005 and June 2006 reporting periods for all Principles except 4.4 and 8.1.

This increase is related to a continuing reduction in the proportion of Unsatisfactory ratings across the majority of Principles, of an average 6 percentage points between the June 2005 and June 2006 reporting periods.

High Quality ratings have remained relatively stable across all reporting periods. Satisfactory ratings reduced considerably between June 2005 and December 2005 reporting periods, and have now stabilised.

- Good Quality ratings were achieved in a higher proportion than any other ratings for all Principles except 2.1, 2.2, 2.3, 5.1, 5.2, 8.1 and 8.2, where a higher proportion of High Quality ratings was achieved.
- Maintaining a higher proportion of Unsatisfactory ratings than any other indicator, 17% of services did not meet the Satisfactory standard for Indicator 6.1.1: *The service has a written nutrition policy that was developed/ revised in consultation with families and is consistent with advice from relevant health authorities.*
- This *Quality Trends Report* demonstrates an increasing level of achievement among outside school hours care services as they progress through OSHCQA for the first time. 74% of Accredited services have now achieved High Quality ratings across all 8 Quality Areas.

- Indicators relating to the documentation and implementation of policies and procedures have received significant proportions of Unsatisfactory ratings across all Quality Areas.

This is evident in areas relating to:

Principle	Policy and Procedure
2.3	Behaviour support
6.1	Nutrition
6.2	Food safety and food handling
6.3	Infectious diseases
7.1	Protective care
7.2	Safety, sun protection, emergency and evacuation
7.3	Occupational health and safety
8.1	Legislative requirements
8.2	Staff feedback, grievances and complaints
8.6	Grievance and complaints handling

NCAC Support for Services

The purpose of this *Quality Trends Report* is to identify key areas within OSHCQA that outside school hours care services are performing well in and those which contribute to schemes receiving a Not Accredited status.

NCAC aims to work in partnership with outside school hours care services 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 OSHCQA.

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

- In March 2006 *Putting Children First*, NCAC's quarterly newsletter distributed to all services participating in the Child Care Quality Assurance systems, included the article *Dating and Sourcing Policies* (Principles: 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 6.4)
- A series of ten *Factsheets* were developed providing information for outside school hours care staff on a variety of issues identified to be problematic in the *Quality Trends Reports*:

Factsheets	Relevant Principles
<i>Nutrition and Healthy Eating</i>	6.1
<i>Effective Supervision</i>	7.1, 7.2
<i>Safety in Children's Services</i>	7.2, 7.3
<i>Food Safety</i>	6.2
<i>Program Evaluation</i>	4.4
<i>Infection control in Outside School Hours Care</i>	6.3
<i>Linking Outside School Hours Care with the Community</i>	3.2, 3.3
<i>Equity for children and Families</i>	1.2, 1.3, 2.2
<i>Developing a Service Philosophy</i>	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3 8.2, 8.3
<i>Developing a Policy</i>	1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4, 7.2 7.3, 8.1, 8.2, 8.3, 8.4, 8.6

- NCAC sought feedback from outside school hours care services regarding the information and support provided in NCAC resources for services in the *Putting Children First Readers Survey* distributed in March 2006. This information will assist NCAC to plan the website and future additional resources.

NCAC will continue to use the information provided in the *Quality Trends Reports* to develop ways to effectively support outside school hours care services participating in OSHCQA.

Outside School Hours Care Quality Assurance Principle Ratings

Comparative statistics of the June 2005, December 2005 and June 2006 OSHCQA Quality Trends Reports

Quality Area 1		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 1.1	Jun-05	40	44	15	1
	Dec-05	42	56	0	2
	Jun-06	42	57	0	1
Principle 1.2	Jun-05	35	43	13	8
	Dec-05	34	61	1	4
	Jun-06	35	57	2	6
Principle 1.3	Jun-05	40	42	3	14
	Dec-05	39	51	2	8
	Jun-06	40	53	1	6
Quality Area 2					
Principle 2.1	Jun-05	52	38	10	1
	Dec-05	55	43	0	2
	Jun-06	54	44	1	1
Principle 2.2	Jun-05	51	36	9	4
	Dec-05	57	38	1	4
	Jun-06	56	42	0	2
Principle 2.3	Jun-05	49	39	4	8
	Dec-05	48	46	0	6
	Jun-06	47	47	1	5
Quality Area 3					
Principle 3.1	Jun-05	36	43	10	11
	Dec-05	34	53	3	10
	Jun-06	37	54	2	7
Principle 3.2	Jun-05	24	50	15	11
	Dec-05	20	68	4	8
	Jun-06	21	70	3	6
Principle 3.3	Jun-05	1	54	34	11
	Dec-05	28	62	4	6
	Jun-06	30	62	4	4
Quality Area 4					
Principle 4.1	Jun-05	22	41	21	16
	Dec-05	27	46	12	15
	Jun-06	23	56	7	14
Principle 4.2	Jun-05	35	36	25	3
	Dec-05	38	59	1	2
	Jun-06	37	61	0	2

Principle 4.3	Jun-05	33	38	27	2
	Dec-05	34	63	1	2
	Jun-06	30	68	1	1
Principle 4.4	Jun-05	4	59	19	19
	Dec-05	25	52	7	16
	Jun-06	23	58	6	13
Quality Area 5					
Principle 5.1	Jun-05	48	35	10	7
	Dec-05	51	44	1	4
	Jun-06	48	47	1	4
Principle 5.2	Jun-05	46	39	14	2
	Dec-05	52	46	1	1
	Jun-06	49	49	1	1
Principle 5.3	Jun-05	42	41	12	5
	Dec-05	43	53	0	4
	Jun-06	38	60	1	1
Principle 5.4	Jun-05	41	41	9	8
	Dec-05	40	53	1	6
	Jun-06	37	58	1	4
Quality Area 6					
Principle 6.1	Jun-05	25	26	20	29
	Dec-05	34	41	4	21
	Jun-06	30	50	3	17
Principle 6.2	Jun-05	16	32	20	31
	Dec-05	11	60	11	18
	Jun-06	16	62	7	15
Principle 6.3	Jun-05	24	26	29	21
	Dec-05	30	52	5	13
	Jun-06	31	54	5	10
Principle 6.4	Jun-05	3	47	45	5
	Dec-05	43	51	1	5
	Jun-06	39	57	1	3
Quality Area 7					
Principle 7.1	Jun-05	29	26	28	18
	Dec-05	34	44	6	16
	Jun-06	33	50	7	10
Principle 7.2	Jun-05	32	22	15	31
	Dec-05	34	38	4	24
	Jun-06	30	42	4	24

Principle 7.3	Jun-05	28	28	30	15
	Dec-05	37	49	6	8
	Jun-06	30	59	4	7
Quality Area 8					
Principle 8.1	Jun-05	1	46	35	18
	Dec-05	40	46	2	12
	Jun-06	47	45	2	6
Principle 8.2	Jun-05	1	52	31	15
	Dec-05	53	40	1	6
	Jun-06	54	38	1	7
Principle 8.3	Jun-05	28	29	36	8
	Dec-05	34	55	3	8
	Jun-06	31	62	3	4
Principle 8.4	Jun-05	20	34	22	24
	Dec-05	27	54	2	18
	Jun-06	23	64	2	11
Principle 8.5	Jun-05	3	51	37	9
	Dec-05	24	63	5	8
	Jun-06	20	70	4	6
Principle 8.6	Jun-05	23	32	17	29
	Dec-05	28	49	2	21
	Jun-06	27	53	2	18

Reporting period of 6 months to end of month specified. All figures rounded to the nearest whole percentage.

Number of outside school hours care services which received an Accreditation Decision in each reporting period:

1 January 2005 - 30 June 2005: 280

1 July 2005 - 31 December 2005: 332

1 January 2006 - 30 June 2006: 496