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Outside School Hours 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 Outside School Hours Care Quality Assurance (OSHCQA) that outside school hours care services are performing well in and those which contribute to services receiving a Not Accredited status. The Quality Areas and Principles are detailed in the *OSHCQA Quality Practices Guide* (1st edition, 2003) 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 *OSHCQA Validation Report* (1st 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:

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

OSHCQA Quality Trends Report

As at 1 July 2008, 3,324 outside school hours care services were registered with NCAC to participate in OSHCQA. 92% of outside school hours care services that have completed the 5 steps of Child Care Quality Assurance are Accredited. Of these services, 61% have achieved High Quality in all 8 Quality Areas. This is a significant achievement which indicates that a significant percentage of outside school hours care services are performing at a high standard.

797 outside school hours care services received Accreditation Decisions between 1 January 2008 and 30 June 2008. Of these, 685 were Accredited (86%), while 112 were Not Accredited (14%).

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

1.1	Staff foster self-esteem and confidence in children	68%
1.3	Children are treated equitably	67%
2.1	Staff communicate effectively with each other and display professionalism, teamwork and mutual respect	76%
2.2	Staff create a responsive and inclusive atmosphere and relate to children in a warm and friendly manner	76%
2.3	Staff guide children's behaviour in a positive way	73%
5.1	Programs encourage children to initiate and participate in play and recreational experiences	72%
5.2	Programs support physical development	77%
5.3	Programs support the development of life skills	65%
6.4	The service plans to meet the individual health requirements of children	67%
8.1	Management ensures the service operates within relevant legislation	65%
8.2	Management and staff support each other and communicate effectively	71%

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	10%
6.1	Balanced and healthy eating is promoted by the service	14%
6.2	Staff implement effective and current food handling and hygiene practices	22%
7.1	The service has effective policies and procedures on protective care	12%
7.2	The service promotes a safe environment for both children and staff	31%
8.4	Management has effective recruitment, orientation and induction processes for staff	15%
8.6	Management ensures that grievance and complaints procedures are adhered to	20%

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 children.

Principle 1.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	68	32	0	0

Principle 1.1 was not 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
%	60	36	1	3

Principle 1.2 was rarely rated Unsatisfactory.

Principle 1.3: Children are treated equitably.

Principle 1.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	27	1	5

Principle 1.3 was rarely rated Unsatisfactory.

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 service – 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 program/s 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
%	76	23	0	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
%	76	22	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
%	73	25	0	2

In Principle 2.3 was rarely rated Unsatisfactory.

Quality Area 3: Partnerships with Families and Community Links

The relationship between the child's family and staff is crucial to the child's wellbeing, 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
%	59	33	2	6

Principle 3.1 was rarely rated Unsatisfactory.

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

Principle 3.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	41	49	2	8

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
%	46	46	3	5

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, 10% of services did not meet the Accreditation standards of Principles 4.1.

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
%	41	39	10	10

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

Indicator 4.1.2 *The service philosophy incorporates current understandings of the importance of middle childhood and the value of play*

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

Principle 4.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	58	40	1	1

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
%	56	43	1	0

Principle 4.3 was not rated Unsatisfactory.

Principle 4.4: Programs are evaluated regularly.

Principle 4.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	47	41	6	6

Principle 4.4 was rarely rated Unsatisfactory.

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
%	72	21	0	7

In Principle 5.1 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 5.1.5 *Programs are displayed for children, families and staff to view*

Principle 5.2: Programs support physical development.

Principle 5.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	77	22	1	0

Principle 5.2 was not rated Unsatisfactory.

Principle 5.3: Programs support the development of life skills.

Principle 5.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	65	35	0	0

Principle 5.3 was not rated Unsatisfactory.

Principle 5.4: Programs support creative and aesthetic development.

Principle 5.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	58	39	1	2

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, more than 10% of services did not meet the Accreditation standards of Principles 6.1 and 6.2.

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
%	51	33	2	14

In Principle 6.1 the indicator that most often resulted in Unsatisfactory ratings was:

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 procedures.

Principle 6.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	19	52	7	22

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 6.2.4 *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
%	49	37	6	8

In Principle 6.3 the indicator that most often resulted in Unsatisfactory ratings was:

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
%	67	30	0	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 wellbeing 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, more than 10% of services did not meet the Accreditation standards for Principle 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
%	51	29	8	12

In Principle 7.1 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 7.1.2 *The service has records that show all staff are compliant with child worker clearance requirements in their State/Territory*

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

Principle 7.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	46	22	1	31

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 7.2.5 *The service has documented its emergency and evacuation procedures for situations involving fire, accident management and intruders*

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
%	53	34	6	7

In Principle 7.3 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 7.3.1 *The service's staff handbook or orientation process includes information on safe work practices*

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 and procedures 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, more than 10% 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
%	65	27	2	6

Principle 8.1 was rarely rated Unsatisfactory.

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

Principle 8.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	71	23	1	5

Principle 8.2 was rarely rated Unsatisfactory.

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

Principle 8.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	41	1	4

Principle 8.3 was rarely rated Unsatisfactory.

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

Principle 8.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	43	42	0	15

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 8.4.5 *All staff have a documented job description*

Principle 8.5: Management provides and facilitates professional development opportunities for staff.

Principle 8.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	39	52	2	7

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
%	46	32	2	20

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 8.6.3 *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 seven *OSHCQA Quality Trends Reports* for outside school hours care services:

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

These *Reports* demonstrate a number of trends in the performance of outside school hours care services against the standards of quality care outlined in the *OSHCQA Quality Practices Guide* (1st edition, 2003).

Notable trends in the data include:

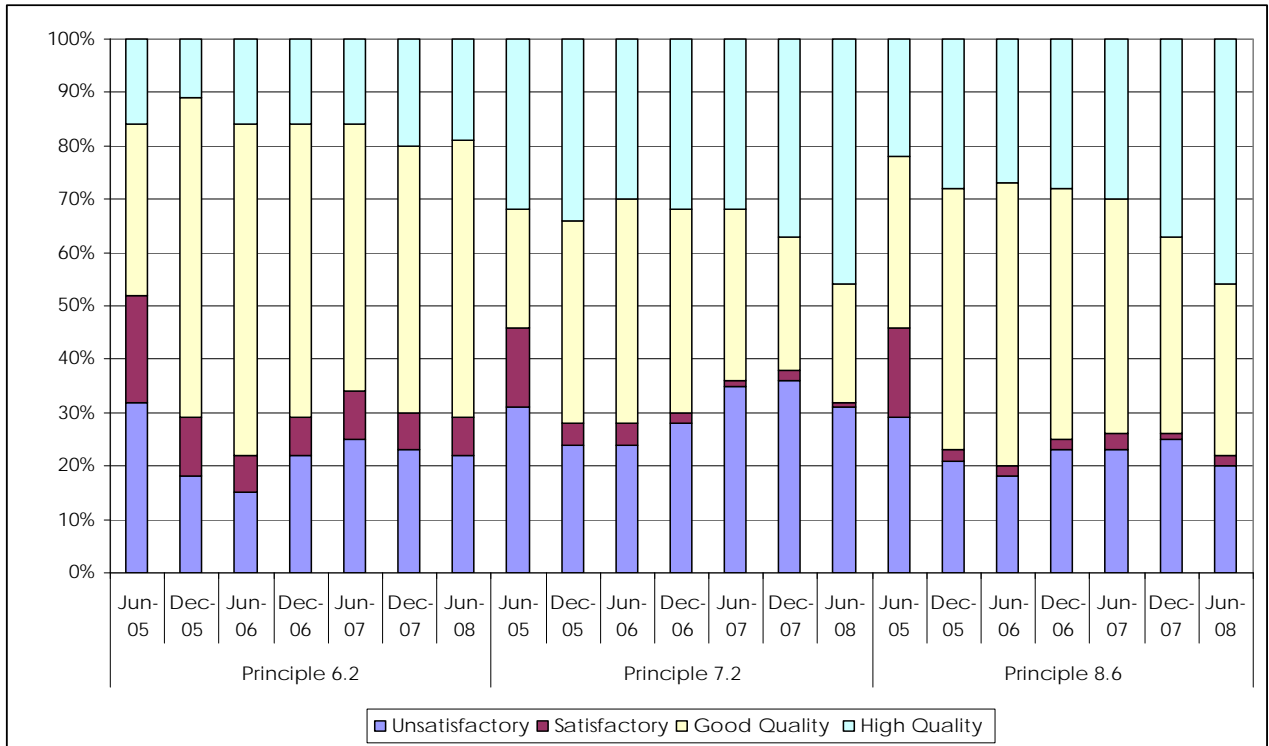
- This *Quality Trends Report* demonstrates a high level of achievement among most outside school hours care services. 61% of Accredited services have now achieved High Quality ratings across all 8 Quality Areas.
- High Quality ratings rose across all 30 Principles by an average of 9 percentage points.
- Good Quality ratings fell across 29 of the 30 Principles by an average of 6 percentage points.
- Satisfactory ratings fell across 18 of the 30 Principles, by an average of 1 percentage point.
- Unsatisfactory ratings fell across 29 of the 30 Principles, by an average of 3 percentage points.
- Indicators relating to the documentation and implementation of policies and procedures continue to receive a significant proportion Unsatisfactory ratings across several Quality Areas, as follows:

Principle	Policy Area
1.3	Bias and inclusion
6.1	Nutrition
6.2	Food handling and hygiene procedures
6.3	Infectious diseases
7.1	Protective care
7.2	Safety, emergency and evacuation
7.2	Sun protection
7.3	Occupational health and safety
8.4	Staff recruitment
8.6	Grievance and complaints handling

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

Indicator		%
6.1.1	<i>The service has a written nutrition policy that was developed/revised in consultation with families and is consistent with advice from relevant nutrition authorities</i>	13%
6.2.2	<i>Food handling and hygiene procedures are followed at all times</i>	14%
6.2.6	<i>Children are encouraged to follow good food handling and hygiene practices</i>	16%
7.2.8	<i>The service has a written sun protection policy and staff implement it actively</i>	16%
8.6.1	<i>The service has grievance and complaints procedures for families, children and staff</i>	10%
8.6.4	<i>Procedures for handling staff complaints are included in a staff handbook</i>	10%

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



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

Principle		Support Documents
6.2	Staff implement effective and current food handling and hygiene procedures	<ul style="list-style-type: none"> Factsheet 4: Food Safety Policy Template: Food safety
7.2	The service promotes a safe environment for both children and staff	<ul style="list-style-type: none"> Factsheet 3: Safety in Children's Services Putting Children First: Ask a Child Care Adviser: Safety checks in children's services (March 2008) Putting Children First: Protecting Children: Strategies for creating safe environments (March 2007) Policy Template: Maintenance of Buildings and Equipment Policy Template: Occupational Health and Safety
8.6	Management ensures that grievance and complaints procedures are adhered to	<ul style="list-style-type: none"> Factsheet 15: Managing complaints Policy template: Grievances and Complaints Management

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 services 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:

- The *NCAC Policy Development Guide* is available on the NCAC website to assist services to research, develop and review policies in collaboration with stakeholders. Services 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 services to develop and implement policies that are relevant and appropriate to the service and that meet OSHCQA requirements.

- NCAC's newsletter, *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: 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 outside school hours care services registered to participate in OSHCQA to provide information to child care professionals regarding quality practices. NCAC continues to develop new *Factsheets* for outside school hours care services.
- 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, and will soon be available in several community languages.

- NCAC refers services to the *Quality Trends Reports* through publications such as *Putting Children First*. Services 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 services 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 *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, June 2006, December 2006,
June 2007, December 2007 and June 2008 *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
	Dec-06	50	49	0	1
	Jun-07	51	47	1	1
	Dec-07	58	40	1	1
	Jun-08	68	32	0	0
Principle 1.2	Jun-05	36	43	13	8
	Dec-05	34	61	1	4
	Jun-06	35	57	2	6
	Dec-06	38	52	1	9
	Jun-07	39	52	1	8
	Dec-07	49	45	1	5
	Jun-08	60	36	1	3
Principle 1.3	Jun-05	41	42	3	14
	Dec-05	39	51	2	8
	Jun-06	40	53	1	6
	Dec-06	45	44	1	10
	Jun-07	45	43	2	10
	Dec-07	57	33	1	9
	Jun-08	67	27	1	5
Quality Area 2					
Principle 2.1	Jun-05	52	37	10	1
	Dec-05	55	43	0	2
	Jun-06	54	44	1	1
	Dec-06	56	41	1	2
	Jun-07	58	39	1	2
	Dec-07	64	34	1	1
	Jun-08	76	23	0	1

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 2.2	Jun-05	51	36	9	4
	Dec-05	57	38	1	4
	Jun-06	56	42	0	2
	Dec-06	60	35	0	5
	Jun-07	59	37	1	3
	Dec-07	68	28	1	3
	Jun-08	76	22	0	2
Principle 2.3	Jun-05	49	39	4	8
	Dec-05	48	46	0	6
	Jun-06	47	47	1	5
	Dec-06	54	41	0	5
	Jun-07	57	36	1	6
	Dec-07	62	32	1	5
	Jun-08	73	25	0	2
Quality Area 3					
Principle 3.1	Jun-05	36	43	10	11
	Dec-05	34	53	3	10
	Jun-06	37	54	2	7
	Dec-06	39	49	1	11
	Jun-07	40	44	4	12
	Dec-07	48	40	3	9
	Jun-08	59	33	2	6
Principle 3.2	Jun-05	24	50	15	11
	Dec-05	20	68	4	8
	Jun-06	21	70	3	6
	Dec-06	23	68	2	7
	Jun-07	26	61	4	9
	Dec-07	31	54	3	12
	Jun-08	41	49	2	8
Principle 3.3	Jun-05	1	54	34	11
	Dec-05	28	62	4	6
	Jun-06	30	62	4	4
	Dec-06	31	56	5	8
	Jun-07	29	58	5	8
	Dec-07	40	48	4	8
	Jun-08	46	46	3	5

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 4.1	Jun-05	22	41	21	16
	Dec-05	27	46	12	15
	Jun-06	23	56	7	14
	Dec-06	26	49	10	15
	Jun-07	26	43	10	21
	Dec-07	33	41	8	18
	Jun-08	41	39	10	10
Principle 4.2	Jun-05	35	37	25	3
	Dec-05	38	59	1	2
	Jun-06	37	61	0	2
	Dec-06	40	56	1	3
	Jun-07	39	56	2	3
	Dec-07	47	50	1	2
	Jun-08	58	40	1	1
Principle 4.3	Jun-05	33	38	27	2
	Dec-05	34	63	1	2
	Jun-06	30	68	1	1
	Dec-06	37	60	1	2
	Jun-07	41	54	2	3
	Dec-07	48	49	2	1
	Jun-08	56	43	1	0
Principle 4.4	Jun-05	4	59	18	19
	Dec-05	25	52	7	16
	Jun-06	23	58	6	13
	Dec-06	29	50	5	16
	Jun-07	26	47	9	18
	Dec-07	36	44	8	12
	Jun-08	47	41	6	6
Quality Area 5					
Principle 5.1	Jun-05	48	35	10	7
	Dec-05	51	44	1	4
	Jun-06	48	47	1	4
	Dec-06	53	41	1	5
	Jun-07	51	40	1	8
	Dec-07	61	29	1	9
	Jun-08	72	21	0	7

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 5.2	Jun-05	46	39	13	2
	Dec-05	52	46	1	1
	Jun-06	49	49	1	1
	Dec-06	54	44	1	1
	Jun-07	54	42	2	2
	Dec-07	62	36	1	1
	Jun-08	77	22	1	0
Principle 5.3	Jun-05	42	41	12	5
	Dec-05	43	53	0	4
	Jun-06	38	60	1	1
	Dec-06	43	54	1	2
	Jun-07	48	49	2	1
	Dec-07	54	44	1	1
	Jun-08	65	35	0	0
Principle 5.4	Jun-05	41	41	10	8
	Dec-05	40	53	1	6
	Jun-06	37	58	1	4
	Dec-06	42	53	1	4
	Jun-07	42	52	1	5
	Dec-07	52	44	1	3
	Jun-08	58	39	1	2
Quality Area 6					
Principle 6.1	Jun-05	25	26	20	29
	Dec-05	34	41	4	21
	Jun-06	30	50	3	17
	Dec-06	32	43	1	24
	Jun-07	37	40	2	21
	Dec-07	40	38	2	20
	Jun-08	51	33	2	14
Principle 6.2	Jun-05	16	32	20	32
	Dec-05	11	60	11	18
	Jun-06	16	62	7	15
	Dec-06	16	55	7	22
	Jun-07	16	50	9	25
	Dec-07	20	50	7	23
	Jun-08	19	52	7	22

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 6.3	Jun-05	24	26	29	21
	Dec-05	30	52	5	13
	Jun-06	31	54	5	10
	Dec-06	36	45	4	15
	Jun-07	36	44	7	13
	Dec-07	44	37	8	11
	Jun-08	49	37	6	8
Principle 6.4	Jun-05	3	47	45	5
	Dec-05	43	51	1	5
	Jun-06	39	57	1	3
	Dec-06	41	53	2	4
	Jun-07	46	48	1	5
	Dec-07	55	40	1	4
	Jun-08	67	30	0	3
Quality Area 7					
Principle 7.1	Jun-05	29	26	28	17
	Dec-05	34	44	6	16
	Jun-06	33	50	7	10
	Dec-06	37	45	6	12
	Jun-07	37	38	9	16
	Dec-07	41	35	8	16
	Jun-08	51	29	8	12
Principle 7.2	Jun-05	32	22	15	31
	Dec-05	34	38	4	24
	Jun-06	30	42	4	24
	Dec-06	32	38	2	28
	Jun-07	32	32	1	35
	Dec-07	37	25	2	36
	Jun-08	46	22	1	31
Principle 7.3	Jun-05	27	28	30	15
	Dec-05	37	49	6	8
	Jun-06	30	59	4	7
	Dec-06	35	50	6	9
	Jun-07	36	44	9	11
	Dec-07	42	41	6	11
	Jun-08	53	34	6	7

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 8.1	Jun-05	1	46	35	18
	Dec-05	40	46	2	12
	Jun-06	47	45	2	6
	Dec-06	43	43	3	11
	Jun-07	43	40	4	13
	Dec-07	50	33	3	14
	Jun-08	65	27	2	6
Principle 8.2	Jun-05	2	52	31	15
	Dec-05	53	40	1	6
	Jun-06	54	38	1	7
	Dec-06	53	36	1	10
	Jun-07	50	37	2	11
	Dec-07	60	29	1	10
	Jun-08	71	23	1	5
Principle 8.3	Jun-05	28	29	36	7
	Dec-05	34	55	3	8
	Jun-06	31	62	3	4
	Dec-06	35	57	3	5
	Jun-07	37	52	5	6
	Dec-07	44	47	4	5
	Jun-08	54	41	1	4
Principle 8.4	Jun-05	20	34	22	24
	Dec-05	27	54	1	18
	Jun-06	23	64	2	11
	Dec-06	27	55	2	16
	Jun-07	30	51	2	17
	Dec-07	34	46	1	19
	Jun-08	43	42	0	15
Principle 8.5	Jun-05	3	51	37	9
	Dec-05	24	63	5	8
	Jun-06	20	70	4	6
	Dec-06	25	63	5	7
	Jun-07	25	60	6	9
	Dec-07	35	53	4	8
	Jun-08	39	52	2	7

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 8.6	Jun-05	22	32	17	29
	Dec-05	28	49	2	21
	Jun-06	27	53	2	18
	Dec-06	28	47	2	23
	Jun-07	30	44	3	23
	Dec-07	37	37	1	25
	Jun-08	46	32	2	20

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
1 July 2006 - 31 December 2006: 718
1 January 2007 - 30 June 2007: 799
1 July 2007 - 31 December 2007: 729
1 January 2008 - 30 June 2008: 797

OSHCQA Principles 1 January - 30 June 2008

