Putting Children First Reader Survey
Analysis - 2007

About the Survey

The *Putting Children First Reader Survey* is conducted to gain feedback from stakeholders about *Putting Children First*, NCAC resources and publications and the NCAC website, to assist with future improvement and development of these resources. The 2007 four page *Survey* also requested feedback on the Child Care Quality Assurance (CCQA) *Factsheets*, *Policy Templates*, brochures and online services, expanding upon similar questions asked in the 2006 *Survey*.

Previous *Putting Children First Reader Surveys* were conducted in March 2006, April 2003, March 2000 and April 1998. The amount of *Surveys* distributed has increased, from approximately 4,000 to 15,000, as the number of long day care centres registered with NCAC has grown and with the addition of outside school hours care and family day care schemes to CCQA. While the number of *Surveys* being distributed has increased considerably since 1998, the response rate has remained constant with an average response rate of 22%.

## Distribution
The 2007 *Survey* was distributed to:

- Family day care schemes
- Long day care centres
- Outside school hours care services
- Family day care carers
- Validators
- Moderators
- Peak bodies
- Registered Training Organisations
- Endorsed QA Trainers
- Educational institutions
- Child care associations
- Other *Putting Children First* subscribers

15,073 copies of the *Survey* were distributed with the September 2007 issue of *Putting Children First* (Issue 23) and it was also made available on the NCAC website in September and October 2007.

Respondents

NCAC received 1,687 responses to the 2007 *Survey*. The majority of respondents were from services located outside of capital cities in New South Wales, Queensland and Victoria. 44.5% of respondents were from regional areas, 17.5% from rural areas and 2.1% from remote locations.

Of these respondents, 46.5% were involved in long day care, 29.5% in outside school hours care and 17.8% in family day care. As shown in the graph below, the remainder of respondents were from educational institutions, peak bodies, registered training organisations and child care associations. Where *Other* was selected respondents indicated in-home care, kindergartens and occasional care.
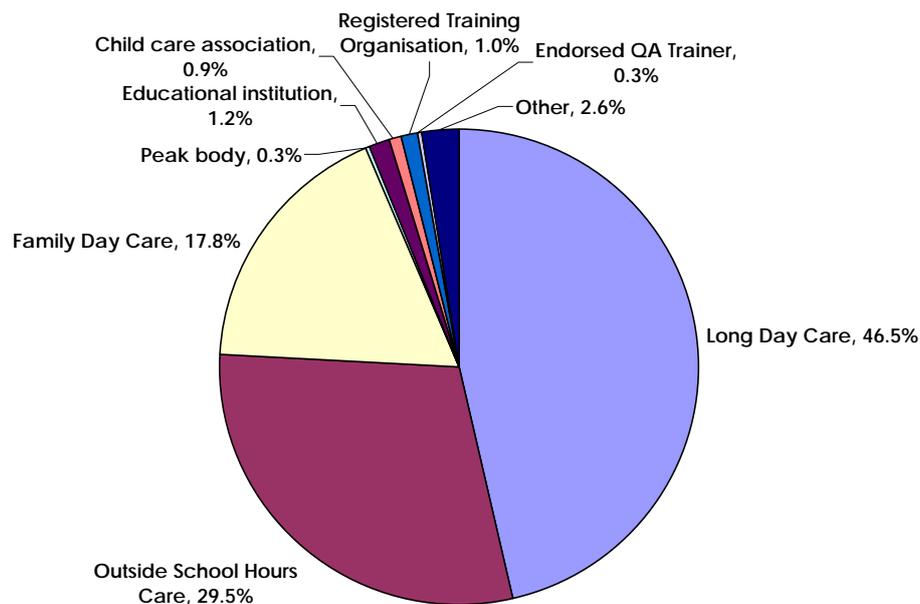
This is similar to the response received to the 2006 *Survey* where the majority of respondents were also located in regional (42.5%), rural (17.7%) and remote (3%) locations.

The 2007 *Survey* received more responses from the family day care sector, increasing from 11.4% in 2006 to 18% in the 2007 *Survey*, while long day care (56.5% in 2006) and outside school hours care (31.7% in 2006) responses dropped slightly. An increase in family day care respondents can be attributed to the increase in family day care carer subscribers to the NCAC mailing list, which is discussed further below.

Putting Children First

Putting Children First is NCAC's quarterly newsletter. It aims to provide information and support to children's services participating in the CCQA systems. During 2007 *Putting Children First* featured articles on the following topics:

- CCQA Changes
- Planning Experiences
- Policy Development and Review
- Marketing Your Service
- Strategies to Assist Services Preparing for and During Validation Visits

- Safe Environments
- Children and the Media
- Professional Development
- Services
- Managing Change Effectively in Child Care

Putting Children First is made available both electronically and by mail. Past copies of the newsletter are available on the NCAC website (www.ncac.gov.au) and an e-mail subscription service is provided where subscribers are notified of the newsletter's availability online.

Services registered to participate in CCQA receive two copies of *Putting Children First* as it becomes available. Other stakeholders such as family day care carers, peak bodies, educational institutions and child care associations that subscribe to NCAC's mailing list receive one copy of *Putting Children First*. Validators and Moderators also receive one copy of *Putting Children First*.
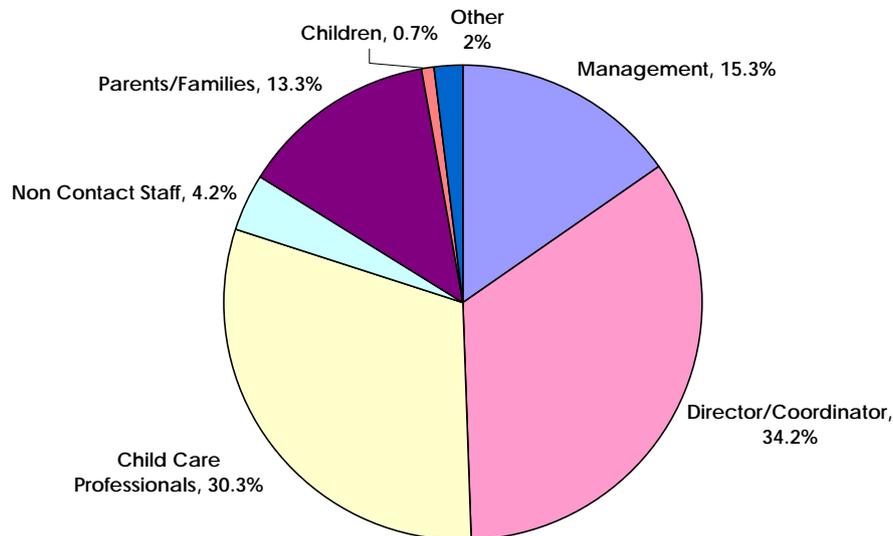
NCAC encourages family day care carers to join NCAC's mailing list to receive *Putting Children First* and other complimentary publications such as *Factsheets* and brochures. This has been done previously by providing a *Free Resources for Family Day Care Carers Form* to family day care schemes with correspondence regarding new publications or NCAC updates.

During 2007, NCAC was able to increase the number of family day care carers subscribing to *Putting Children First* by sending FDCQA *Factsheets* (#11-15) to family day care schemes with a subscription form for carers. Subscription was also increased through the promotion of NCAC's resources in *Jigsaw*, a magazine produced by the Family Day Care Association Australia. As at the time the *Survey* was distributed, NCAC had over 5,300 carers subscribing to *Putting Children First*.

Individuals, organisations and family day care carers are also able to join the *Putting Children First* mailing list by telephoning, e-mailing or writing to NCAC and requesting to be added. Subscribers are contacted annually to verify and update their details.

Readership

The majority of *Putting Children First* readers were directors, coordinators and child care professionals, as shown in the graph below. Where *Other* was selected responses were similar to those provided.

Children, 0.7%
Other 2%
Management, 15.3%
Parents/Families, 13.3%
Non Contact Staff, 4.2%
Director/Coordinator, 34.2%
Child Care Professionals, 30.3%

Distribution

Respondents were able to select multiple responses to describe how *Putting Children First* is shared throughout their service:

- 72.0% made *Putting Children First* available to read at the service
- 38.5% photocopied relevant articles of *Putting Children First* to distribute throughout the service
- 25.8% distributed photocopies of the entire publication
- 7.4% referred to electronic copies of *Putting Children First* on the NCAC website
- 7.8% of respondents who selected 'other', noted:
  - "*Putting Children First is used at staff meetings where one staff reads relevant articles and gives a brief description*".
  - "*All carers registered get their own copy of Putting* Children First *via mail*".
  - *Articles are summarised from* Putting Children First".
  - "*Putting Children First is left in the staff room*".
  - "*Putting Children First is provided in a folder for parents and staff to read*".

As the majority of services (72%) made *Putting Children First* available to read at the service and so few use the electronic version, it is recommended that the publication continue to be printed and distributed to the service.

Topics Enjoyed Reading

Respondents were asked to select which *Putting Children First* topics they enjoyed reading. The following graph indicates the responses received and shows that Message from the Chair and the Annual Report Extract is not read widely, in comparison to other sections such as the Factsheet for Families, Resource Reviews, Ask a Child Care Adviser and the Special Features. Where *Other* was selected, most respondents noted they read all topic areas.
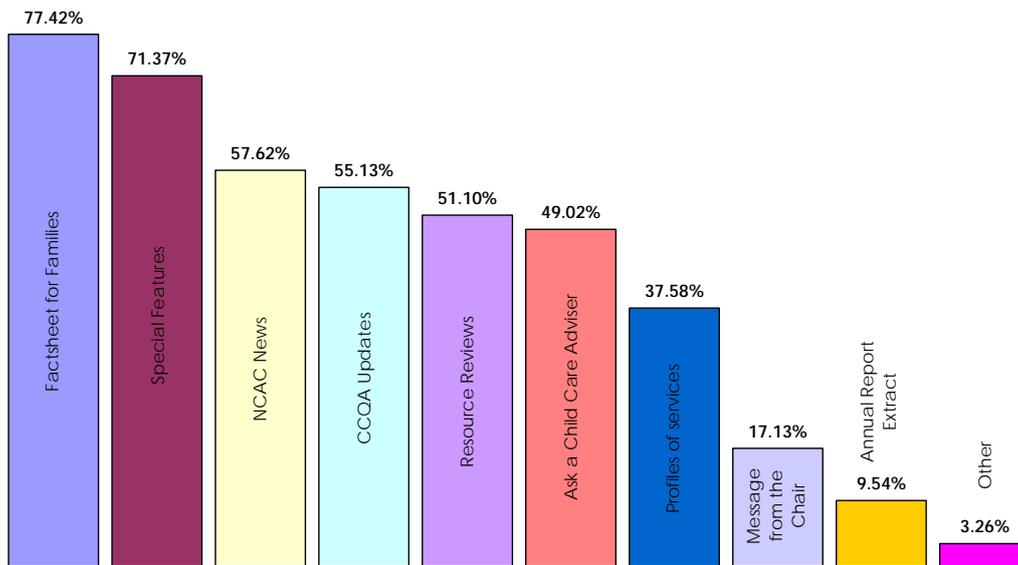
Planning for *Putting Children First* in 2008 have taken into consideration the popular features and will included additional Resource Reviews and a Special Feature on communicating with families. The Factsheet for Families and Ask a Child Care Adviser features will remain a regular aspect of *Putting Children First.*

Future Topics

Readers were asked which topics they would like to see in future issues of *Putting Children First.* Similar to the March 2006 *Survey*, respondents requested more articles on keeping evidence of quality practices, planning for children and preparing for the Validation Visit. A large amount of respondents also requested articles on undertaking a Spot Check. The following graph describes the responses received.
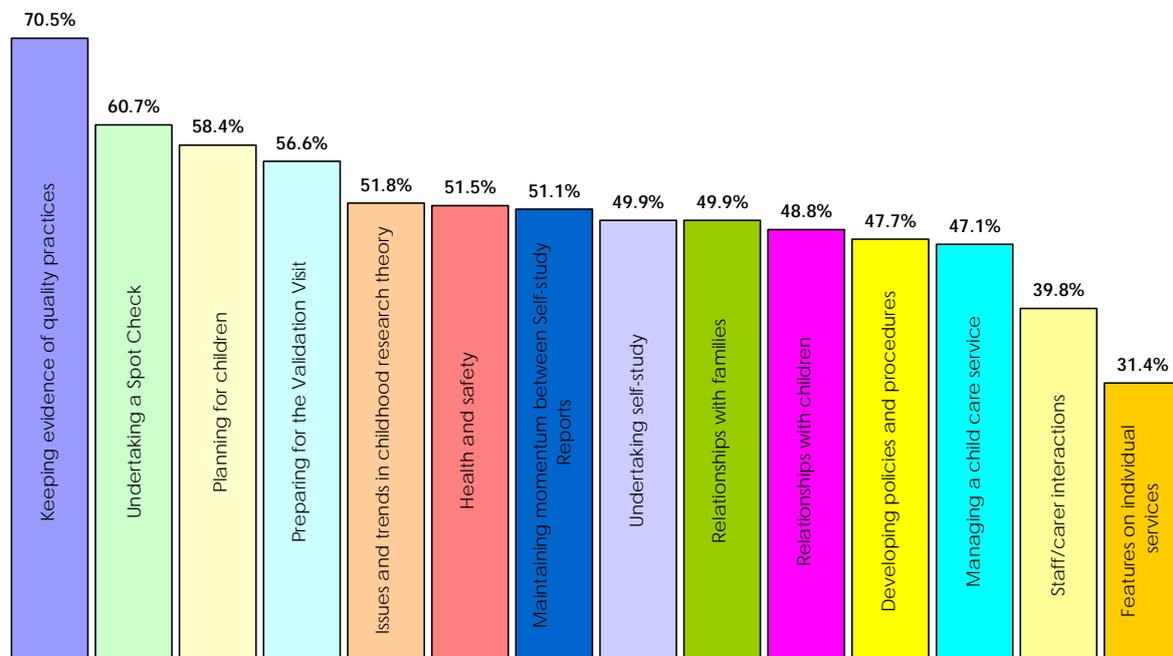
While the topics previously suggested in March 2006 were covered in 2006/2007 issues of *Putting Children First*, these are still high interest areas and will continue to be covered in 2008. There will be a strong focus on planning for children in the 2008 issues of *Putting Children First* with topics such as strengths-based focus in programming, involving school age children in programming, supporting children's literacy skill development, supporting children's aesthetic/creative development and technology in children's services.

Information on keeping evidence, Spot Checks and preparing for a Validation Visit have been covered in past issues of *Putting Children First* and *Support Documents*. Promotion of these resources will be enhanced through the NCAC website and other resources to increase understanding of these topic areas and to cater for interest in these topic areas.

Content of *Putting Children First*

Respondents were asked to indicate whether they agreed with a number of statements about *Putting Children First.* The following table illustrates their responses:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Topics addressed in *Putting Children First* are relevant to me	35.2%	58.8%	5.6%	0.2%	0.1%
Articles are clear and easy to understand	38.0%	56.30%	5.3%	0.3%	0.1%
Articles in *Putting Children First* encourage me to reflect on my daily practice	33.9%	55.7%	9.8%	0.5%	0.1%

As shown in the above table, an overwhelming majority Strongly Agree/Agree that *Putting Children First* provides articles that are relevant, clear, easy to understand and encourage reflection on daily practice. NCAC will maintain a consistent tone and style in *Putting Children First* to cater to the preferences selected at this section of the *Survey.*

Comments from Readers

Additional comments about *Putting Children First* included:

- *"Information is well structured and very engaging".*
- *"I have been in the industry for many years and look forward to the newsletter coming out".*
- *"Satisfied with content. Find it overwhelming to read in one sit. Useful tool to go back and revise as service's needs change. Less content, more frequent monthly issues".*
- *"I really enjoy reading and re-reading previous issues. Totally reliable information to share with parents. Helps with newsletters, memos etc."*
- *"While I realise family day care is mentioned, I feel that most information is more related to centre based services".*
- *"Students who are studying their Certificate III and Diploma in Children's Services appreciate the up to date information".*
- *"Often language used in this document is above the head of the carers and families in my scheme - over 80% have English as a second language."*
- *"All areas promote some great discussion topics".*
- *"I don't read to enjoy but to gain information".*
- *" Would like more BASC articles with 5-12 emphasis – quite different to 0-5 in nearly all areas".*

Factsheets

NCAC has developed a range of Quality Assurance *Factsheets* for services. Each *Factsheet* lists the Quality Areas and Principles to which it applies and provides child care professionals with explanations, practical examples, issues to consider, questions to ask and further reading to assist them in providing quality child care.

There are currently 10 *Factsheets* available for outside school hours care and long day care services, and 15 *Factsheets* available for family day care services. The *Factsheets* cover a range of topics that address aspects of quality practice in ways that are relevant to specific service types. A summary of *Factsheet* topics is provided below:

- Safety in Children's Services
- Food Safety
- Developing a Service Philosophy
- Linking Outside School Hours Care with the Community
- Guiding Children's Behaviour in Positive Ways

- Program Evaluation
- Programs for Under Twos
- Nutrition and Healthy Eating
- Writing a Continuing Improvement Plan
- Carers and Families Working Together

All *Factsheets* are available as a free download from NCAC's website. Complimentary copies of *Factsheets* are sent to services upon registration and to family day care carers who join NCAC's mailing list. *Factsheets* are also available to purchase as part of the *Information Packs* available from the Online Store or by completing a *Publications Order Form.*

Readership

Directors/coordinators and child care professionals made up the majority of the *Factsheet* readership in 2007 as shown in the graph below. Where O*ther* was selected, responses included volunteers, students, committees and teachers.
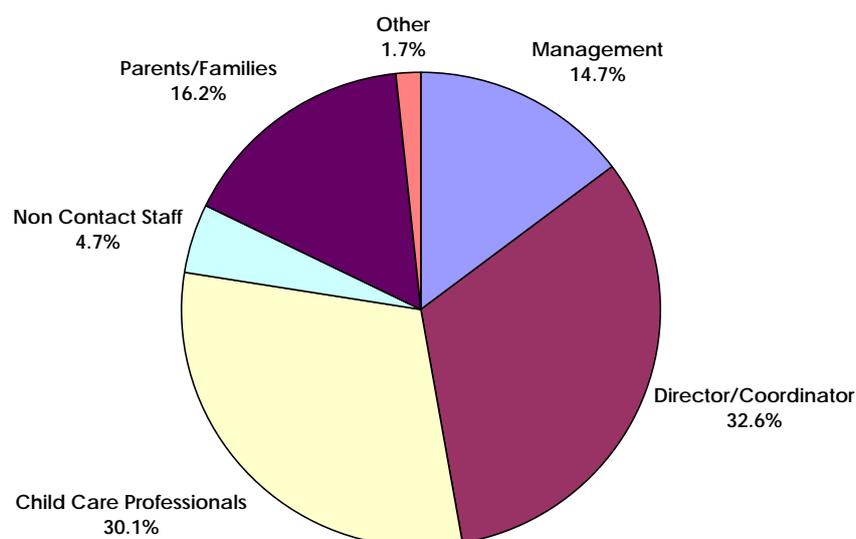
Content of Factsheets

Respondents were asked to indicate whether they agreed with a number of statements about the *Factsheets.* The following table illustrates their responses:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The *Factsheets* are clear and easy to understand	39.0%	57.7%	3.1%	0.1%	0.1%
The information provided in the *Factsheets* helps me provide quality care	36.2%	56.7%	6.6%	0.4%	0.1%
The *Factsheets* are a useful professional development tool	38.5%	55.4%	5.8%	0.2%	0.1%
I access the suggested resources and further reading provided in the *Factsheets*	23.9%	47.6%	24.0%	4.3%	0.2%
I read all *Factsheets* sent to me	30.5%	51.1%	14.3%	3.9%	0.2%

This feedback indicates that the style, tone and content of the *Factsheets* are relevant to readers. The *Factsheets* will continue as a printed publication to enable services to access them as a professional development tool, facilitate the provision of quality care and to provide a continuous communication cycle with services about aspects of quality care.

Future Topics

A free text section was provided where respondents were asked what topics they would like NCAC to address in future *Factsheets*. Responses to this question were combined and grouped into broad topic areas. 31% of respondents provided a response to this question.

Many of the responses to this section expressed that they would like more information on health and safety (18.5%), followed by programming and evaluation (16.4%) and partnerships with families (9.2%). Other topics of interest were staff interactions (8.9%), behaviour guidance (7.7%), inclusion and diversity (7.7%) and general information on all areas of quality assurance (7.0%). A sample of feedback on the most requested topics is provided below:

Health and Safety
- *"Autisim/Asperger"*
- *"I'd like a* Factsheet *on nappy changing - preferably with a suggested sequence"*
- *"What nutritional foods to provide within a tight budget"*
- *"Health and hygiene trends - what is effective cleaning methods etc."*
- *"Anaphylaxis/allergies update"*
- *"Heating bottles, storing medication, cleaning schedule for cleaning toys daily"*

Programming and Evaluation
- *"Emergent curriculum programming for OSHC, evaluation and observation in the short time available and having children not regularly booked"*
- *"Planning with limited resources"*
- *"Focus on some appropriate school readiness programming which allows for children's choices"* .
- *"Programming for ages 5-13 (especially 10-13)"*

To incorporate this feedback, the following *Factsheet* topics are currently in development and are due for release early 2008:

Topic	Main Message	Topic Area
Transition to School	Strategies for services to ensure that transition activities are meaningful and take into account children's current skills and interests	Programming for Children
Orienting and Settling New Children into OSHC	Strategies for services to welcome new children into an OSHC program, particularly those children who are just starting school	Programming for Children
Child Protection	Aimed at providing child care professionals and their families with information and strategies to assist them to ensure the safety and wellbeing of children.	Health and Safety
Positive Toileting and Nappy Changing	Aimed at providing child care professionals with information and strategies to assist them to ensure that toileting and nappy changing routines are positive experiences for children.	Health and Safety

Many respondents (9.2%) also expressed that they would like more information on communicating and forming partnerships with families. To address this response, NCAC has commenced development of a Family *Factsheet* series which will be available for download from NCAC's website in early 2008.

These *Factsheets* are being developed to support families' understanding of quality issues and practices in child care, and why these are important for positive outcomes for children. Topics in the Family *Factsheet* series are as follows:

- Preparing for Child Care
- Transition to School
- Sick Children
- Nutrition
- Getting Involved in your Child Care Service

- Biting
- Quality Child Care for Infants
- Quality Child Care for Toddlers
- Quality Child Care for Preschoolers
- Quality Child Care for School Age Children

In certain areas, the suggestions made were more suitable for *Putting Children First* article topics and will be incorporated accordingly.

Improving *Factsheets*

A free text section was provided for respondents to suggest improvements to NCAC's *Factsheets* should they not be meeting their information needs. A sample of the feedback included:

- *"Be more clear and straight forward".*
- *"Regular/quarterly factsheets/newsletters for carers to help them stay on top of QA - keep up quality practices always".*
- *"I find them interesting and useful".*

- *"The* Factsheets *are very useful and interesting and helpful in my service, I don't think any improvement is needed"*.
- *"*Factsheets *specifically for parents and specifically for staff"*.

This feedback has been incorporated into planning for *Factsheet* development as NCAC plans to release 5 *Factsheets* for each service type by June 2008. As aforementioned, NCAC is also currently developing Family *Factsheets* to fulfil the request for more information for families. A clear, concise style of writing will continue to be implemented in the development of these resources.

NCAC Resources for Families and Children

NCAC produces a variety of resources to assist services to communicate with families about CCQA. These publications include:

- *Pocket Guide for Families*
- Quality Assurance in FDC/LDC/OSHC brochure
- *Lodging a Complaint about a Child Care Service* brochure
- *Choosing Quality Child Care* brochure
- *About NCAC* brochure
- Quality Assurance Communication Poster
- Quality Poster series

Services can purchase these publications and resources through the NCAC Online Store or by completing a *Publications Order Form* and returning it to NCAC with payment by cheque, money order or credit card.

New services registering with NCAC receive a complimentary copy of the Quality Assurance Communication Poster, to assist them when they commence the CCQA process.

Communication Methods

76.0% of respondents indicated that they provide these resources at an information stand for families. Respondents also provided them in enrolment packs (29.9%), as a professional development resource (29.3%) and at induction/orientation (24.8%).

Of the publications available, the majority of respondents indicated that they use the *Choosing Quality Child Care* brochure to inform families about CCQA. As indicated in the graph below, the second most utilised resource is the *Pocket Guide for Families*, followed by the Quality Poster series.
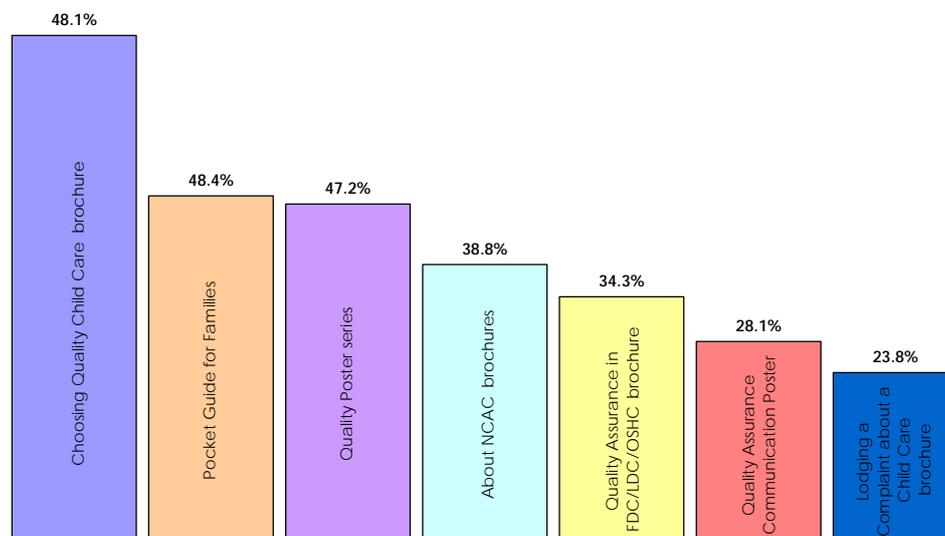
The popular use of the *Choosing Quality Child Care* brochure can be attributed to it being NCAC's longest running brochure. New services receive a complimentary copy of the brochure upon Registration. The brochure was also the first promotional publication that listed all of the Quality Areas and Principles for each service type. Understandably, the *Pocket Guide for Families* is the second most utilised resource as it too contains a listing of the Quality Areas and Principles for each service type and expands by providing a comprehensive set of questions for families to ask service providers based on their child's age.

Communicating with Families

Respondents were asked to suggest other resources that could assist services to communicate to families about CCQA. Responses to this question were combined and grouped into general topic areas. Suggestions included:

- DVDs
- Sample news articles
- Regular brochures
- Information sessions

- Sending information direct to families
- Posters
- Information packs for families

Communicating with Children

Respondents were asked to suggest other resources that could assist services to communicate with children about CCQA. As per previously, responses to this question were also combined due to similarity in the comments received. Suggestions included:

- Children's books
- Pictorial games
- Simple, illustrated factsheets and brochures

- Videos and DVDs
- Interactive computer programs
- Posters

As mentioned, development has commenced on a series of Family *Factsheets* to enhance communication about quality care directly to families. In 2008, the information in NCAC brochures and *Pocket Guide for Families* will also be updated to ensure consistent communication messages in NCAC resources provided by services to families. Development has also commenced for a dry erase poster for services to use to encourage children's participation in the service.

Policy Templates

The *NCAC Policy Development Guide* and Policy Templates aim to help services develop and review policies on a regular basis. The *Policy Development Guide* assists services by identifying the need for a policy as indicated in the *Quality Practices Guides*.

In children's services effective policies are essential to ensuring that all stakeholders have the same understanding and expectations about what happens in the service. Policies inform and guide daily practice, so they need to be clearly written, current and easily accessible to all service stakeholders. Services can utilise the NCAC *Policy Development Guide* and Policy Templates to create policy documents which reflect daily care practices and highlight areas of continuous improvement.

This is the first time NCAC has requested feedback on the *Policy Development Guide* and Policy Templates since it became available on the NCAC website in late 2006. 91.5% of respondents provided a response to this section of the *Survey*, illustrating that the *Policy Development Guide* and Policy Templates are widely accessed.

Utilising the Policy Development Guide and Policy Templates

Respondents were asked to indicate if they agreed with a number of statements about the *Policy Development Guide* and Policy Templates. The following table illustrates their responses to statements regarding these resources:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have found the NCAC *Policy Development Guide* useful when developing policies for the service	21.0%	51.2%	26.4%	1.2%	0.2%
The NCAC *Policy Development Guide* is clear and easy to understand	20.8%	56.8%	21.2%	1.0%	0.2%
The Policy Templates have prompted me to develop new policies and regularly review existing policies	18.5%	47.7%	30.0%	3.5%	0.3%
The Policy Templates are clear and easy to understand	20.8%	55.9%	21.6%	1.5%	0.2%
The Policy Templates have assisted me to develop policies	19.6%	47.6%	29.6%	2.6%	0.6%

Accessed Policy Templates

Respondents were asked to identify Policy Templates that they had accessed. As indicated in the graph below, the most accessed Policy Template is Behaviour Guidance followed by Sun Protection and Food Safety.
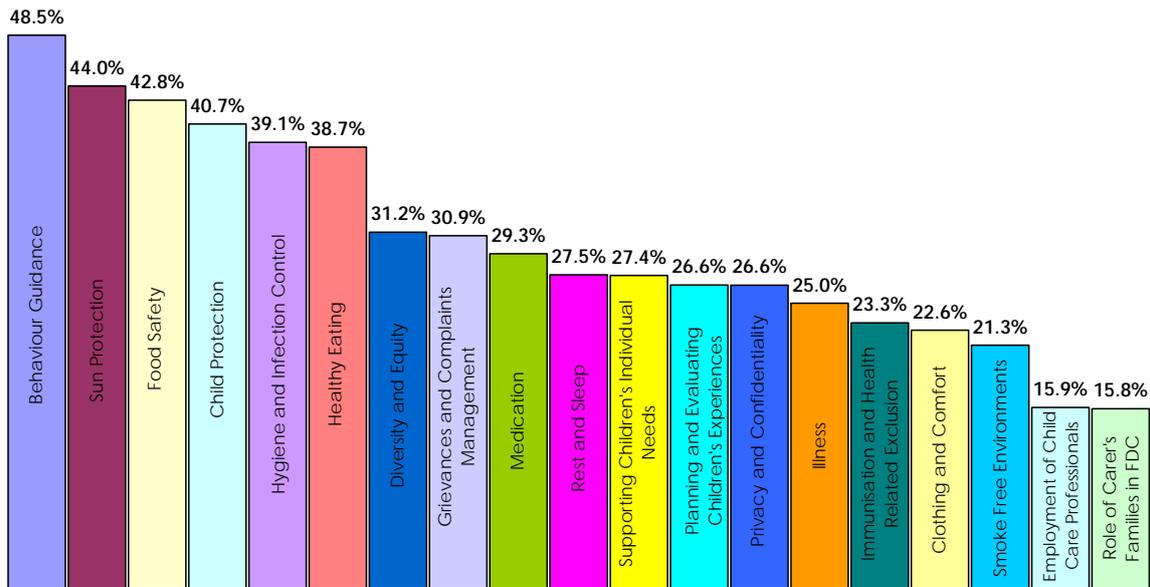
The Sun Protection Policy Template has been available online the longest amount of time, which is possibly why it is one of the most accessed. As indicated in other sections of this report, respondents have requested more information on behaviour guidance and health and safety related aspects (such as food safety, child protection, hygiene, infection control and healthy eating). Templates on these topics have been popular, as these are areas of particular interest to services.

The Employment of Child Care Professionals and Role of Carer's Families in Family Day Care Policy Templates were the most recent Templates uploaded to the NCAC website. This may be why these are the least accessed Templates. Additionally the Role of Carer's Families in Family Day Care Template is service specific, so would attract a lower access rate due to the individual audience.

Future Policy Template Topics

Respondents were asked what other policy templates NCAC should develop. Responses to this question were combined and grouped into general topic areas. Topics included:

- Poisonous Plants
- Outdoor Supervision
- Children in Overnight Care
- Occupational Health & Safety
- Food Restrictions/Allergies

In December 2007, additional Policy Templates were added to the NCAC website which address some of the above categories. The additional Policy Templates made available are as follows:

- Occupational Health & Safety
- Supervision
- Maintenance of Building and Equipment
- Emergency
- First Aid includes Incidents
- Dangerous Products

Additional Comments

Respondents were asked for additional comments regarding the *Policy Development Guide* and Policy Templates. A sample of the feedback included:

- *"The templates are very long and wordy. Shorter, succinct information would guide services more easily to develop policies that reflect CCQA systems".*
- *"I have looked at all policies developed by NCAC and found them to be very thorough".*
- *"I feel these have been very useful as a starting point".*
- *"The size of the templates is intimidating".*
- *"This is a helpful tool for centres to update their policies with current information. I hope this continues".*
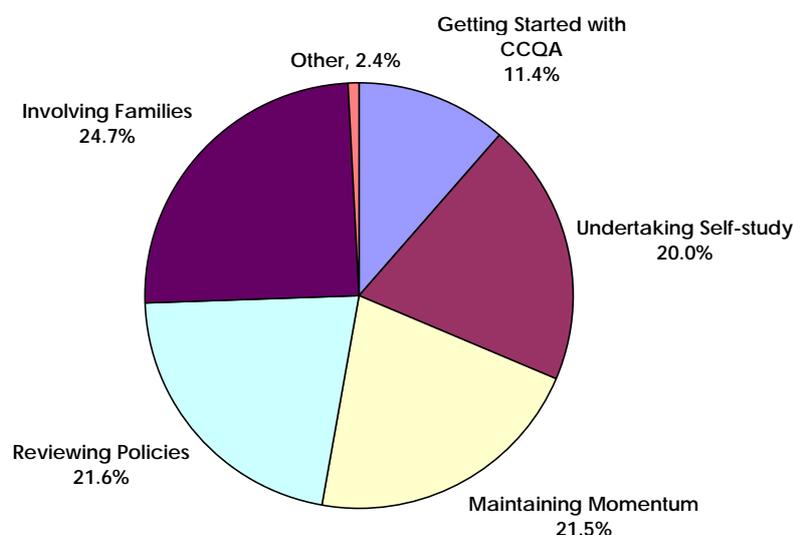
Support Documents

Support Documents provide information to assist services as they progress through the Five Steps of CCQA. These documents are posted to services as they begin each step of the CCQA process and are available as a free download on the NCAC website. Current *Support Documents* include:

- Issues to Consider When Buying a Child Care Service
- Step 1 - Registration
- Step 2 - Self-study and Continuing Improvement
- Step 3 - Validation
- Validation Visits

- Step 4 - Moderation
- Step 5 - Accreditation Decision
- Information about the Accreditation Decision
- Technical Information about the Accreditation Decision Process

Feedback was sought on potential topics for *Support Documents* as NCAC is considering developing additional *Support Documents* to assist services as they progress through CCQA. 88.7% of respondents provided a response to this section of the *Survey* indicating the development of additional *Support Documents* would be welcomed by child care professionals.

Selected *Support Document* Topics

Respondents were asked what specific topics they would find helpful as a *Support Document*. The majority of respondents requested information on involving families, however this is by a small margin and each of the topics provided received a similar level of interest as shown in the graph below:

Where *Other* was selected, suggestions for *Support Document* topics included:

- Gathering evidence
- Changes/New information regarding CCQA
- Planning for improvement

- Professional development
- Further information about Validation
- The role of family day care carers during a Validation Visit

Development of additional Support Documents is due to commence mid 2008 and will take into consideration the topics selected by respondents.

NCAC Website

The NCAC website (www.ncac.gov.au) contains information about NCAC and the CCQA systems, including a search facility of all services registered with NCAC, an Online Store, NCAC resources, online training modules, statistical information, reports and papers presented by NCAC and links to child care related organisations.

In February 2006, NCAC relaunched the NCAC website with a new look. The March 2006 *Survey* sought to gauge feedback regarding the new look, usability of new features such as the Online Store and reasons for visiting the NCAC website. As the website is now established, the 2007 *Survey* sought feedback on areas of the website where further information could be provided and the feasibility of a secure service log in area.

NCAC is planning to improve the usability of the NCAC website by determining areas where the website can be improved to allow users to access information more easily. Other planned modifications to the NCAC website include providing secure information transactions between user groups and NCAC. Developments may include online *Self-study Report* submission and service login facility to update details. The questions asked regarding the NCAC website sought to gauge the relevance of the abovementioned functions to NCAC stakeholders and assess what other information users of the website would find useful.

Website Additions

Respondents were asked what additional information they would like on the NCAC website. As shown in the graph below, the majority of respondents indicated information for families, links to useful child care organisations and interactive training modules would be useful. As a similar amount of responses were received for each of the categories, consideration will be given to providing information in each of these areas.
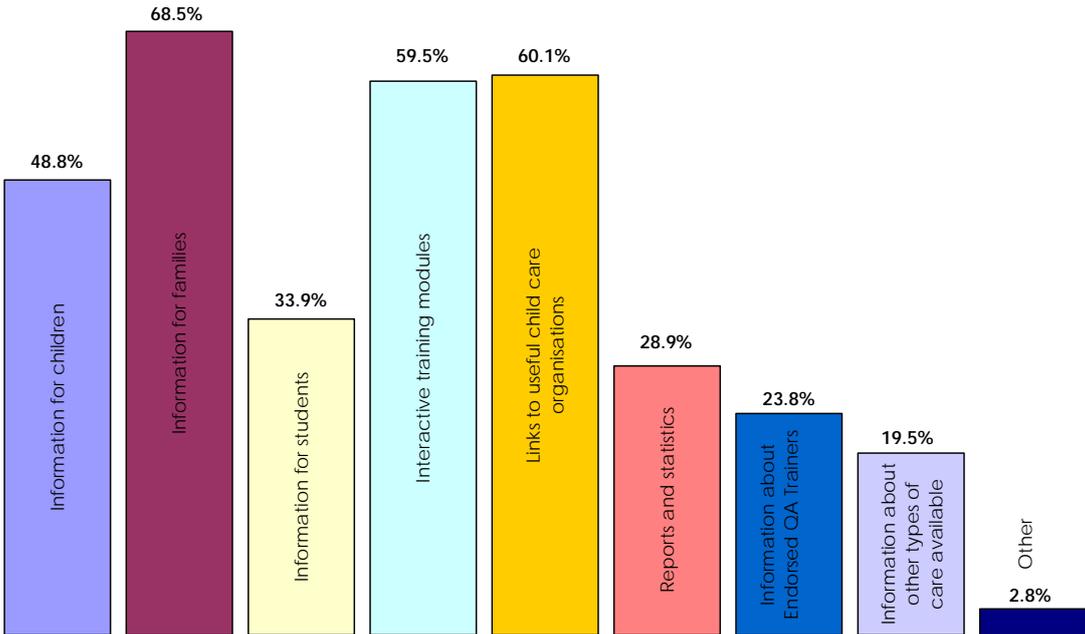
Access to E-mail Nofications

Respondents were asked if they would be interested in receiving e-mail notification of the release of NCAC resources, reports and updates on CCQA. 77.9% of respondents indicated they would be interested in receiving notifications via e-mail, while 11.7% of respondents would not like to receive e-mail notifications. 10.4% of respondents did not have access to e-mail.

Information about Child Care Services

Respondents were asked about the information that is provided about child care services on the NCAC website and what additional information would be useful. The majority of respondents would like the service's *Quality Profile* and information about special features of the service displayed on the website, as shown in the graph below. As a similar amount of responses were received for each of the categories listed, consideration will be given to providing information in each of these areas.
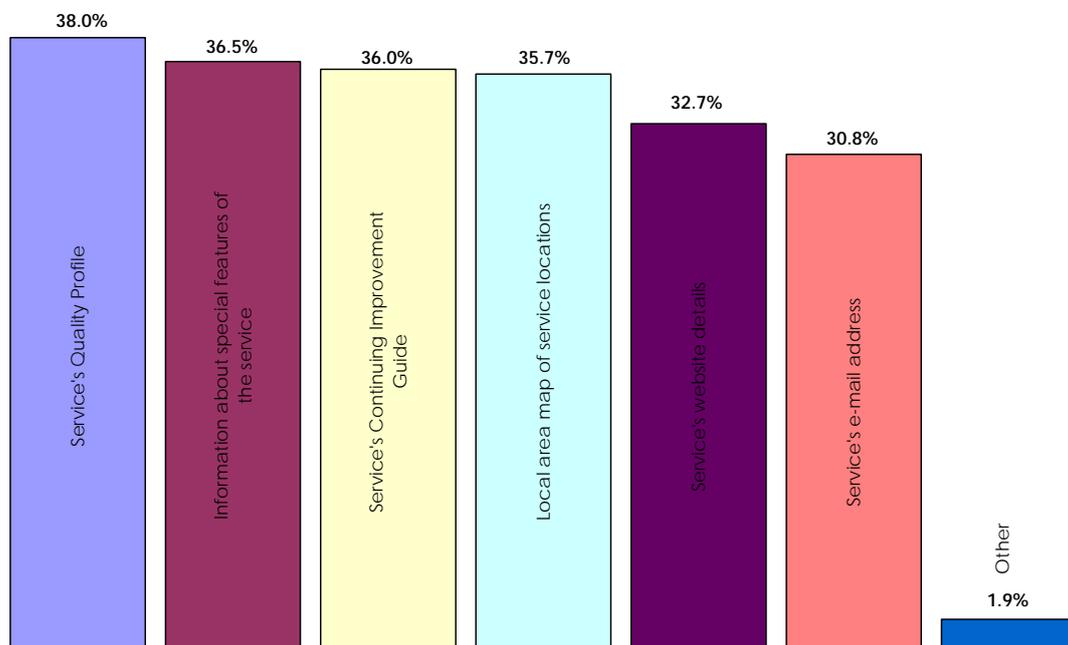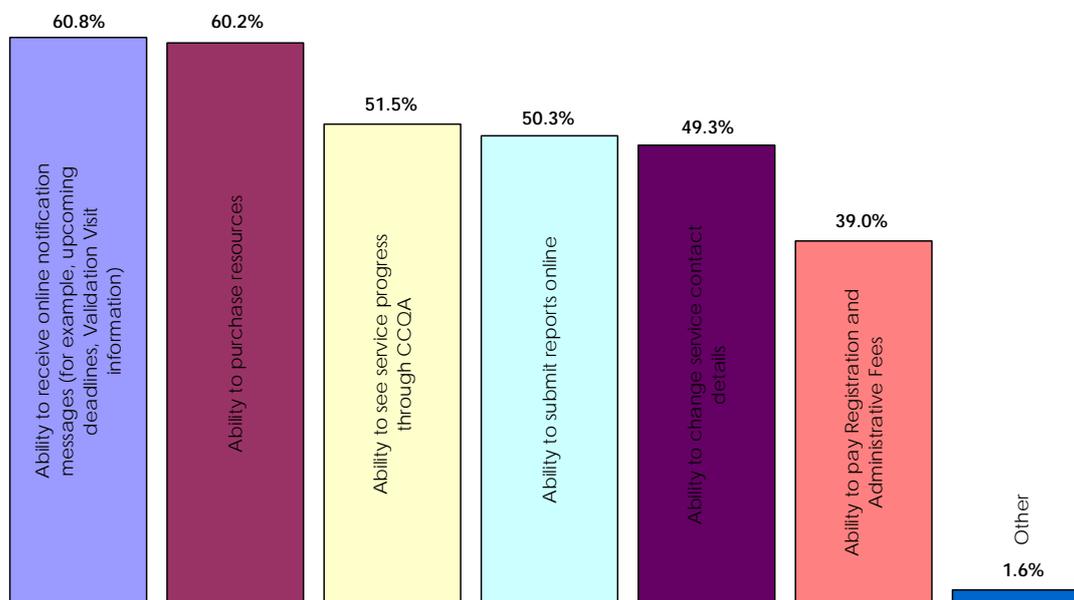

Where *Other* was selected, suggestions for additional information about child care services included:

- Virtual visit to the service
- Details of services who would like to network with other services

- Service philosophy
- List of postcodes of the areas that the service caters to

Service Log In Area

Respondents were asked which facilities their service would find most useful if a designated area of the NCAC website was provided for services to log in to securely. As indicated in the graph below, popular facilities selected are the ability to receive online notification messages and the ability to purchase resources.

Where *Other* was selected, similar topics to those provided were offered. Chat forums were an additional suggestion.

Experience with the NCAC Website

Respondents were asked about their experiences when using the NCAC website. The following table shows their responses to statements regarding their use of the website:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am likely to access an online login facility on NCAC's website	28.1%	49.6%	17.3%	3.9%	1.2%
I am concerned about the security of my information when using online facilities	12.8%	27.0%	38.0%	18.7%	3.5%
I am comfortable using online facilities	26.8%	48.4%	20.6%	3.4%	0.8%
The information I need is easy to find on NCAC's website	17.5%	53.6%	25.6%	2.9%	0.3%
I have experienced difficulties downloading documents from the NCAC website	5.4%	18.8%	35.2%	33.4%	7.1%

This data shows users of the NCAC website would utilise an online log in facility, however they are concerned about information security when using such a facility. Users also believe information is easy to find on the NCAC website and they are able to download documents with few problems.

Additional Comments from Website Users

Respondents were asked for additional comments regarding the NCAC website. A sample of the feedback included:

- *"I find that the NCAC website is well set out and easy to get around".*
- *"Needs to be kept up-to-date and needs to be encouraged to be used more. An area for an on-line chat to a child care adviser would be good".*
- *"I have found this website to be extremely useful and have no doubt I will continue to [use] for accessing up to date information with regards to managing a child care service. Thank you".*
- *"I find the website very useful to stay informed regarding CCQA and resources available. I do miss being able to download documents (now need to purchase them)".*
- *"Occasionally have difficulty with PDF - particularly policy templates. Website is very easy to navigate".*
- *"I do find the website useful and I am on the site regularly to keep updated and looking for ideas/support".*