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Quality Improvement and Accreditation System 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 the Quality Improvement and Accreditation System (QIAS) that long day care centres are performing well in and those which contribute to centres receiving a Not Accredited status.

The Quality Areas and Principles are detailed in the *QIAS Quality Practices Guide* (1st edition, 2005) 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 *QIAS Validation Report* (3rd edition, 2005).

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

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

QIAS Quality Trends Report

As at 1 July 2008, 5,597 long day care centres were registered with NCAC to participate in the QIAS and 92% of centres that have completed the 5 steps of Child Care Quality Assurance are Accredited. Of these, 79% have achieved High Quality in all 7 Quality Areas. This is a significant achievement and indicates that a significant percentage of long day care centres are performing at a high standard.

803 long day care centres received Accreditation Decisions between 1 January 2008 and 30 June 2008. Of these, 646 were Accredited (80%), while 157 were Not Accredited (20%).

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

1.1	Staff interact with each child in a warm and friendly way	84%
1.2	Staff guide each child's behaviour in a positive way	80%
1.3	Staff initiate and maintain respectful communication with each child	83%
1.4	Staff respect each child's background and abilities	88%
1.6	Staff communicate effectively to promote respect and professional teamwork	83%
2.1	Staff and families communicate effectively to exchange information about each child and the centre	82%
2.2	Staff encourage family participation and involvement in the centre	75%
2.3	The centre has an orientation process for children and families	85%
4.1	Staff encourage each child to make choices and participate in play	85%
4.2	Staff promote each child's ability to develop and maintain relationships	87%
4.3	Staff promote each child's language and literacy abilities	79%
4.4	Staff promote each child's problem solving and mathematical abilities	73%
4.5	Staff promote each child's enjoyment of and participation in the expressive arts	74%
5.1	Staff act to protect each child	76%
5.2	Staff supervise children at all times	74%
6.1	Staff promote healthy eating habits	77%
7.2	Written information about the centre's management is available to staff	79%
7.3	Staffing policies and practices facilitate continuity of care for each child	85%

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

1.5	Staff treat all children equitably	15%
3.2	Each child's learning is documented and is used in planning the program	15%
3.3	The program assists each child to be a successful learner	16%
5.3	Staff ensure that potentially dangerous products, plants and objects are inaccessible to children	30%
5.4	The centre ensures that buildings and equipment are safe	22%
5.5	The centre promotes occupational health and safety	16%
6.1	Staff promote healthy eating habits	11%
6.2	Staff implement effective and current food safety and hygiene practices	22%
6.3	Staff encourage children to follow simple rules of hygiene	17%
6.4	Staff ensure toileting and nappy changing procedures are positive experiences	24%
6.5	Staff support each child's needs for rest, sleep and comfort	33%
6.6	The centre acts to control the spread of infectious diseases and maintains records of immunisations	16%
7.1	Written information about the centre's management is readily available to families	13%

Quality Area 1: Staff Relationships with Children and Peers

The development of the whole child is closely linked to the quality of the relationships experienced with others. Consistently respectful and sensitive communication and interactions between staff and children help to secure and promote children's social and emotional wellbeing, which in turn supports the development of other skills and abilities. (Extract from *QIAS Quality Practices Guide*, 2005, page 7).

Quality Trends:

Most long day care centres achieved High Quality in this Quality Area. However, more than 10% of centres did not meet the Accreditation standards of Principle 1.5.

Quality Area 1 has six Principles:

Principle 1.1: Staff interact with each child in a warm and friendly way

Principle 1.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	84	8	0	8

In Principle 1.1 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 1.1.15 *Staff sit and interact positively with children at mealtimes*

Principle 1.2: Staff guide each child's behaviour in a positive way

Principle 1.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	80	14	0	6

Principle 1.2 was rarely rated Unsatisfactory.

Principle 1.3: Staff initiate and maintain respectful communication with each child

Principle 1.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	83	13	0	4

Principle 1.3 was rarely rated Unsatisfactory.

Principle 1.4: Staff respect each child's background and abilities

Principle 1.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	87	10	0	3

Principle 1.4 was rarely rated Unsatisfactory.

Principle 1.5: Staff treat all children equitably

Principle 1.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	69	16	0	15

In Principle 1.5 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 1.5.2 *These policies and procedures [for inclusion and reducing bias] have been developed and discussed with families and the consultation dates are recorded*

Principle 1.6: Staff communicate effectively to promote respect and professional teamwork

Principle 1.6	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	84	15	0	1

Principle 1.6 was rarely rated Unsatisfactory.

Quality Area 2: Partnerships with Families

Staff and families share the common goal of positive outcomes for children. Partnerships between staff and families are characterised by active communication and consultation that is fostered by staff and management. Each partnership is unique and will be dependent upon the specific needs, interests and communication styles of the participants.

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. (Extract from *QIAS Quality Practices Guide*, 2005, page 21).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area.

Quality Area 2 has three Principles:

Principle 2.1: Staff and families communicate effectively to exchange information about each child and the centre

Principle 2.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	16	0	2

Principle 2.1 was rarely rated Unsatisfactory.

Principle 2.2: Staff encourage family participation and involvement in the centre

Principle 2.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	74	22	1	3

Principle 2.2 was rarely rated Unsatisfactory.

Principle 2.3: The centre has an orientation process for children and families

Principle 2.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	85	14	0	1

Principle 2.3 was rarely rated Unsatisfactory.

Quality Area 3: Programming and Evaluation

The centre's philosophy provides an important framework within which programming decisions are made. Effective programming also takes into account feedback and observations from all the centre's stakeholders, most importantly, from the children themselves.

The program comprises all aspects of children's experiences at the centre. It needs to be flexible and adaptable, at short notice, to meet individual and group interests, talents and abilities. The program should be stimulating and involving, with a variety of opportunities available for children to pursue their current interests and develop new ones. (Extract from *QIAS Quality Practices Guide*, 2005, page 29).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Accreditation standards for Principle 3.2 and 3.3.

Quality Area 3 has three Principles:

Principle 3.1: The program reflects a clear statement of centre philosophy

Principle 3.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	68	22	1	9

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

Indicator 3.1.2 *The centre's philosophy was developed or evaluated within the past year*

Principle 3.2: Each child's learning is documented and used in planning the program

Principle 3.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	63	21	1	15

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

Indicator 3.2.2 *Documentation of children's learning and development is maintained for all children including those attending full-time, part-time or on a casual or irregular basis*

Indicator 3.2.3 *Information from families and staff is recorded regularly in individual children's documentation*

Indicator 3.2.4 *Individual children's documentation is analysed and used as a main source of information for planning and evaluating the program*

Principle 3.3: The program assists each child to be a successful learner

Principle 3.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	16	1	16

In Principle 3.3 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 3.3.1 *Written programming and evaluation is undertaken for all groups and each child*

Indicator 3.3.8 *Written programming for all groups and for individuals is continuous, ongoing and influenced by program evaluation*

Quality Area 4: Children's Experiences and Learning

Children are fascinated with the physical world and they want to explore it, make sense of it and have some control over it. Time to play, explore ideas, interact with others and make connections with the environment is an important element of early childhood programs. As children explore and experiment with language, relationships, ideas, equipment and materials they learn about themselves and the world. Such a program requires the active participation of staff and management in providing a rich environment whereby children have choices and a role in decision making. (Extract from *QIAS Quality Practices Guide*, 2005, page 37).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area.

Quality Area 4 has six Principles:

Principle 4.1: Staff encourage each child to make choices and participate in play

Principle 4.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	85	13	0	2

Principle 4.1 was rarely rated Unsatisfactory.

Principle 4.2: Staff promote each child's ability to develop and maintain relationships

Principle 4.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	87	12	0	1

Principle 4.2 was rarely rated Unsatisfactory.

Principle 4.3: Staff promote each child's language and literacy abilities

Principle 4.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	79	18	0	3

Principle 4.3 was rarely rated Unsatisfactory.

Principle 4.4: Staff promote each child's problem solving and mathematical abilities

Principle 4.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	73	26	0	1

Principle 4.4 was rarely rated Unsatisfactory.

Principle 4.5: Staff promote each child's enjoyment of and participation in the expressive arts

Principle 4.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	74	21	0	5

Principle 4.5 was rarely rated Unsatisfactory.

Principle 4.6: Staff promote each child's physical abilities

Principle 4.6	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	65	34	1	0

Principle 4.6 was not rated Unsatisfactory.

Quality Area 5: Protective Care and Safety

Management and staff share a responsibility to keep up to date with the current research and practices recommended by recognised health and safety authorities. Also, centres are subject to workplace health and safety legislation that has implications for children, staff and anyone else who enters the premises.

Clear policies and procedures relating to child protection and child safety are in the best interest of children, management, staff and families. Staff also require continuing professional development on child protection and child safety. It is important that staff know where to access current information from recognised authorities on child safety practices. (Extract from *QIAS Quality Practices Guide*, 2005, page 51).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Accreditation standards of Principles 5.3, 5.4 and 5.5.

Quality Area 5 has five Principles:

Principle 5.1: Staff act to protect each child

Principle 5.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	16	0	8

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

Indicator 5.1.2 *Policies and procedures relating to child protection are dated and sourced*

Principle 5.2: Staff supervise children at all times

Principle 5.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	74	22	0	4

Principle 5.2 was rarely rated Unsatisfactory.

Principle 5.3: Staff ensure that potentially dangerous products, plants and objects are inaccessible to children

Principle 5.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	53	16	1	30

In Principle 5.3 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 5.3.2 *The centre's policy and procedures regarding the use and storage of dangerous products are dated and sourced*

Indicator 5.3.4 *Medications, detergents/cleaning products, garden chemicals and other dangerous products are clearly labelled with contents*

Indicator 5.3.10 *Procedures for safe storage of potentially dangerous products are displayed for relief staff and visitors to the centre*

Indicator 5.3.12 *The centre has a first aid/action plan on dangerous products*

Principle 5.4: The centre ensures that buildings and equipment are safe

Principle 5.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	58	19	1	22

In Principle 5.4 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 5.4.1 *The centre has written policies for safety checks and maintenance of buildings and equipment*

Indicator 5.4.8 *All electrical cords are out of reach of children or are secured*

Principle 5.5: The centre promotes occupational health and safety

Principle 5.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	16	1	16

In Principle 5.5 the indicator that most often resulted in Unsatisfactory ratings was:

Indicator 5.5.2 *Policies and procedures relating to occupational health and safety are dated and sourced*

Quality Area 6: Health, Nutrition and Wellbeing

Management and staff share a responsibility to keep up to date with current health research and with practices recommended by recognised health and nutrition authorities. Staff need to be sensitive and responsive to each child's daily nutritional needs and eating patterns, food preferences and cultural, religious or special dietary requirements. This should be complemented by a focus on the child's emotional wellbeing and on providing developmentally appropriate support for each child's growing confidence and independence.

Staff should engage in ongoing professional development and access current information from recognised authorities on children's daily nutritional requirements, on food handling and on hygiene practices. (Extract from *QIAS Practices Guide*, 2005, page 63).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Accreditation standards of each Principle.

Quality Area 6 has six Principles:

Principle 6.1: Staff promote healthy eating habits

Principle 6.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	12	1	11

In Principle 6.1, there was no specific indicator that particularly stood out as contributing to an Unsatisfactory rating.

Principle 6.2: Staff implement effective and current food safety and hygiene practices

Principle 6.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	53	23	2	22

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

Indicator 6.2.1 *The centre has written policies detailing food safety and hygiene practices based on recommendations by recognised health and safety authorities*

Indicator 6.2.2 *The centre's policies on food safety and hygiene practices are dated and sourced*

Indicator 6.2.4 *Food and drinks consumed by children are stored, handled, prepared and served in keeping with safety advice from recognised health and safety authorities*

Indicator 6.2.5 *Staff wash and dry their hands effectively before preparing, serving or eating food and after any other unhygienic practice including: after each nappy change; after assisting each child with toileting; after wiping a nose; after handling animals*

Principle 6.3: Staff encourage children to follow simple rules of hygiene

Principle 6.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	67	14	2	17

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

Indicator 6.3.2 *The centre's dental care policy is dated and sourced*

Indicator 6.3.5 *Staff actively promote each child's handwashing and drying procedures before eating; after toileting; after handling animals; after wiping noses; and after other unhygienic practices*

Principle 6.4: Staff ensure toileting and nappy changing procedures are positive experiences

Principle 6.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	59	17	0	24

In Principle 6.4 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 6.4.5 *Toileting and nappy changing procedures are displayed in toilet and nappy changing areas*

Indicator 6.4.6 *The centre's procedures for toileting and nappy changing are implemented consistently*

Principle 6.5: Staff support each child's needs for rest, sleep and comfort

Principle 6.5	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	59	8	0	33

In Principle 6.5 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 6.5.1 *The centre has a written policy regarding safe, comfortable sleep/rest for children based on current advice from recognised authorities*

Indicator 6.5.2 *The centre's policy regarding safe, comfortable sleep/rest for children is dated and sourced*

Indicator 6.5.7 *The centre has a written clothing policy based on current advice from recognised health and safety authorities*

Indicator 6.5.8 *The centre's clothing policy is dated and sourced*

Indicator 6.5.19 *Staff are consistent in their efforts to protect children from exposure to the sun*

Indicator 6.5.20 *Staff model the centre's sun protection policies*

Principle 6.6: The centre acts to control the spread of infectious diseases and maintains records of immunisations

Principle 6.6	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	54	28	2	16

In Principle 6.6 the indicators that most often resulted in Unsatisfactory ratings were:

Indicator 6.6.1 *The centre has a written policy on child and staff immunisation and infectious diseases based on current recommendations from recognised health authorities*

Indicator 6.6.2 *The centre's policy on immunisation and infectious diseases is dated and sourced*

Quality Area 7: Managing to Support Quality

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

Comprehensive written policies and procedures provide clear guidance to staff and families in relation to management issues. Involvement of key stakeholders including families, staff, management and children in policy review and development fosters an atmosphere of trust and teamwork.

An essential element of quality centre management is ensuring that clear and consistent procedures for the maintenance and confidential management of family, child and staff records are implemented. Decision making, grievance and complaints handling policies and procedures are transparent and clearly define accountability. (Extract from *QIAS Quality Practices Guide*, 2005, page 77).

Quality Trends:

Most long day care centres achieved Good to High Quality in this Quality Area. However, more than 10% of centres did not meet the Accreditation standards of Principle 7.1.

Quality Area 7 has four Principles:

Principle 7.1: Written information about the centre's management is available to families

Principle 7.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	70	17	0	13

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

Indicator 7.1.7 *Where the centre has a current Quality Profile Certificate from the National Childcare Accreditation Council, it is clearly displayed for families, staff and visitors to see*

Principle 7.2: Written information about the centre's management is available to staff

Principle 7.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	79	17	0	4

Principle 7.2 was rarely rated Unsatisfactory.

Principle 7.3: Staffing policies and practices facilitate continuity of care for each child

Principle 7.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	85	14	0	1

Principle 7.3 was rarely rated Unsatisfactory.

Principle 7.4: Management provides professional development opportunities for all staff

Principle 7.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	73	21	1	5

Principle 7.4 was rarely rated Unsatisfactory.

Comparative Quality Trends Analysis

The National Childcare Accreditation Council (NCAC) has conducted four *QIAS Quality Trends Reports* against the standards outlined in the *QIAS Quality Practices Guide* (1st edition, 2005) as follows:

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

These *Reports* demonstrate a number of quality trends in the performance of long day care centres against the standards of quality care.

Notable trends in the data include:

- This *Quality Trends Report* demonstrates a high level of achievement among most long day care services. 79% of Accredited services have now achieved High Quality ratings across all 7 Quality Areas
- A significant proportion of High Quality ratings were achieved in the following Quality Areas:
 - Quality Area 1: Staff Relationships with Children and Peers (79%)
 - Quality Area 2: Partnerships with Families (80%)
 - Quality Area 4: Children's Experiences and Learning (80%)
 - Quality Area 7: Managing to Support Quality (74%)
- High Quality ratings fell across 27 of the 33 Principles by an average of 3 percentage points.
- Good Quality ratings rose across 28 Principles by an average of 4 percentage points.
- Satisfactory ratings remained stable across 24 Principles.
- Unsatisfactory ratings fell across 20 Principles by an average of 2 percentage points.

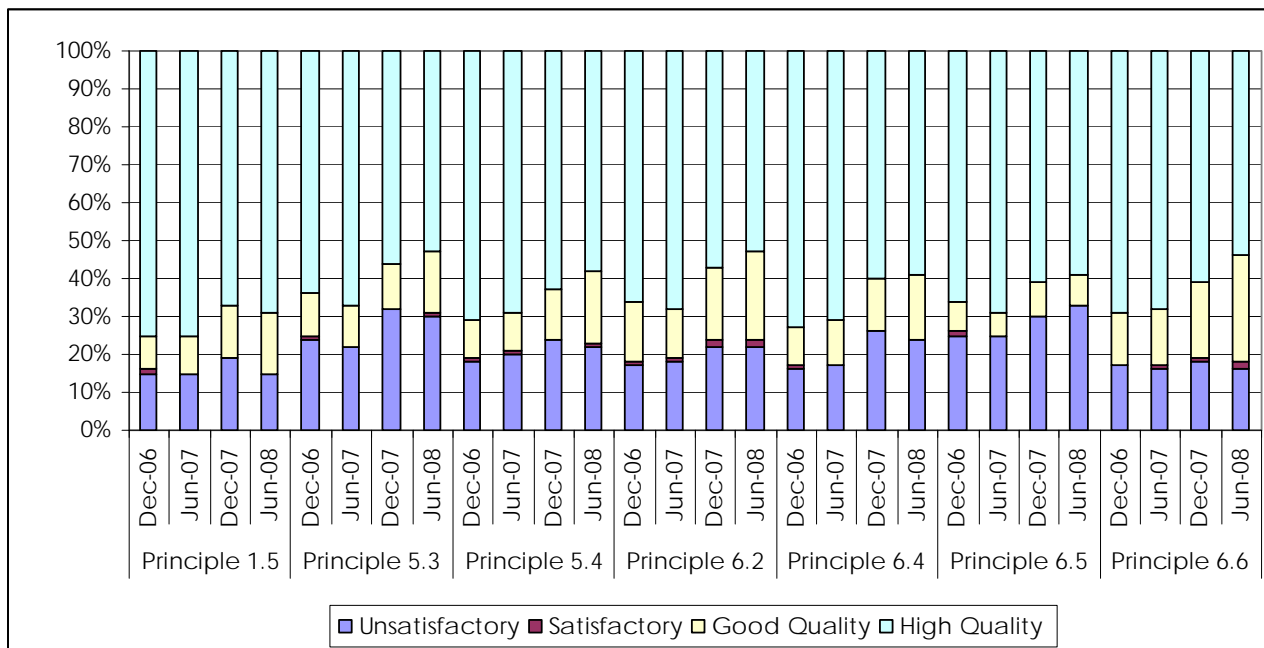
- Across several Quality Areas, a significant proportion of centres received Unsatisfactory ratings in relation to the development, implementation, dating and sourcing of written policies and procedures in the following areas:

Principle	Policy and Procedure
1.5	Inclusion and reducing bias
5.1	Child protection
5.3	Use and storage of dangerous products
5.4	Maintenance of safe buildings and equipment
5.5	Occupational health and safety
6.1	Food and nutrition
6.2	Food safety and hygiene practices
6.3	Dental care
6.4	Toileting and nappy changing
6.5	Rest and sleep, clothing and sun protection
6.6	Immunisation and infectious diseases

- There were some individual indicators for which 15% or more of services received Unsatisfactory ratings as follows:

Indicator		%
1.5.2	<i>These policies and procedures (inclusion and reducing bias) have been developed and discussed with families and the consultation dates are recorded</i>	15%
6.5.8	<i>The centre's clothing policy is dated and sourced</i>	16%

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



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

Principle		Support Document
Principle 1.5	Staff treat all children equitably	<ul style="list-style-type: none"> Policy Template: Diversity and Equity
Principle 5.3	Staff ensure that potentially dangerous products, plants and objects are inaccessible to children	<ul style="list-style-type: none"> Putting Children First: Strategies for creating safe environments (March 2007) Policy Template: Dangerous Products
Principle 5.4	The centre ensures that buildings and equipment are safe	<ul style="list-style-type: none"> Putting Children First: Strategies for creating safe environments (March 2007) Factsheet 2: Safety in Children's Services
Principle 6.2	Staff implement effective and current food safety and hygiene practices	<ul style="list-style-type: none"> Policy Template: Food Safety Factsheet 3: Food Safety
Principle 6.4	Staff ensure toileting and nappy changing procedures are positive experiences	<ul style="list-style-type: none"> Factsheet 14: Positive Toileting and Nappy Changing
Principle 6.5	Staff support each child's needs for rest, sleep and comfort	<ul style="list-style-type: none"> Policy Template: Supporting Children's Individual Needs
Principle 6.6	The centre acts to control the spread of infectious diseases and maintains records of immunisations	<ul style="list-style-type: none"> Policy Template: Hygiene and Infection Control Policy Template: Immunisation and Health Related Exclusion

NCAC Support for Services

The purpose of this *Quality Trends Report* is to identify key areas within the QIAS that long day care centres are performing well in and those which contribute to centres receiving a Not Accredited status.

NCAC aims to work in partnership with long day care centres 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 centres as they progress through the QIAS.

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 QIAS 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:
 - *Ask a Child Care Adviser: Working collaboratively with families to implement quality practices* (September 2007)
 - *Supporting children with additional needs* (September 2007)
 - *Professional support for child care professionals working with children who have additional needs* (September 2007)
 - *Developing a service philosophy* (September 2007)
 - *Involving families in planning for quality improvement* (September 2007)
 - *Promoting road safety in child care services* (September 2007)
 - *Ask a Child Care Adviser: Building links with your community* (December 2007)
 - *Brain development and the life course – the importance of the early care taking environment* (December 2007)
 - *What happens after the Validation Visit* (December 2007)
 - *Celebrating the holidays* (December 2007)
 - *Valuing male child care professionals* (December 2007)
 - *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)
- 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 long day care centres participating in the QIAS.

Quality Improvement and Accreditation System Comparative Quality Trends

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

Quality Area 1		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 1.1	Dec-06	91	5	0	4
	Jun-07	90	6	0	4
	Dec-07	87	6	1	6
	Jun-08	84	8	0	8
Principle 1.2	Dec-06	83	13	0	4
	Jun-07	86	10	0	4
	Dec-07	82	13	0	5
	Jun-08	80	14	0	6
Principle 1.3	Dec-06	87	10	0	3
	Jun-07	88	8	0	4
	Dec-07	85	10	0	5
	Jun -08	83	13	0	4
Principle 1.4	Dec-06	88	9	0	3
	Jun-07	90	8	0	2
	Dec-07	86	11	0	3
	Jan-08	87	10	0	3
Principle 1.5	Dec-06	75	9	1	15
	Jun-07	75	10	0	15
	Dec-07	67	14	0	19
	Jun-08	69	16	0	15
Principle 1.6	Dec-06	86	11	1	2
	Jun-07	91	8	0	1
	Dec-07	88	11	0	1
	Jun-08	84	15	0	1
Quality Area 2					
Principle 2.1	Dec-06	82	16	1	1
	Jun-07	86	12	0	2
	Dec-07	83	16	0	1
	Jun-08	82	16	0	2
Principle 2.2	Dec-06	82	14	0	4
	Jun-07	84	12	1	3
	Dec-07	77	19	1	3
	Jun-08	74	22	1	3

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 2.3	Dec-06	88	11	0	1
	Jun-07	90	8	0	2
	Dec-07	89	10	0	1
	Jun-08	85	14	0	1
Quality Area 3					
Principle 3.1	Dec-06	74	18	1	7
	Jun-07	77	14	1	8
	Dec-07	71	18	1	10
	Jun-08	68	22	1	9
Principle 3.2	Dec-06	77	14	1	8
	Jun-07	77	13	0	10
	Dec-07	66	18	0	16
	Jun-08	63	21	1	15
Principle 3.3	Dec-06	81	12	0	7
	Jun-07	83	10	0	7
	Dec-07	72	14	1	13
	Jun-08	67	16	1	16
Quality Area 4					
Principle 4.1	Dec-06	87	9	0	4
	Jun-07	90	7	0	3
	Dec-07	86	10	0	4
	Jun-08	85	13	0	2
Principle 4.2	Dec-06	89	9	0	2
	Jun-07	90	8	0	2
	Dec-07	89	9	0	2
	Jun-08	87	12	0	1
Principle 4.3	Dec-06	84	14	0	2
	Jun-07	85	12	0	3
	Dec-07	81	17	0	2
	Jun-08	79	18	0	3
Principle 4.4	Dec-06	80	19	0	1
	Jun-07	82	17	0	1
	Dec-07	77	22	0	1
	Jun-08	73	26	0	1
Principle 4.5	Dec-06	83	12	1	4
	Jun-07	85	9	0	6
	Dec-07	77	16	0	7
	Jun-08	74	21	0	5

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 4.6	Dec-06	80	19	0	1
	Jun-07	79	19	0	2
	Dec-07	73	26	0	1
	Jun-08	65	34	1	0
Quality Area 5					
Principle 5.1	Dec-06	82	8	1	9
	Jun-07	83	10	0	7
	Dec-07	76	14	0	10
	Jun-08	76	16	0	8
Principle 5.2	Dec-06	82	14	0	4
	Jun-07	83	12	0	5
	Dec-07	79	16	0	5
	Jun-08	74	22	0	4
Principle 5.3	Dec-06	64	11	1	24
	Jun-07	67	11	0	22
	Dec-07	56	12	0	32
	Jun-08	53	16	1	30
Principle 5.4	Dec-06	71	10	1	18
	Jun-07	69	10	1	20
	Dec-07	63	13	0	24
	Jun-08	58	19	1	22
Principle 5.5	Dec-06	71	15	1	13
	Jun-07	75	13	0	12
	Dec-07	66	16	1	17
	Jun-08	67	16	1	16
Quality Area 6					
Principle 6.1	Dec-06	79	7	2	12
	Jun-07	82	8	0	10
	Dec-07	76	12	0	12
	Jun-08	76	12	1	11
Principle 6.2	Dec-06	66	16	1	17
	Jun-07	68	13	1	18
	Dec-07	57	19	2	22
	Jun-08	53	23	2	22
Principle 6.3	Dec-06	76	9	1	14
	Jun-07	77	9	0	14
	Dec-07	67	13	1	19
	Jun-08	67	14	2	17

		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 6.4	Dec-06	73	10	1	16
	Jun-07	71	12	0	17
	Dec-07	60	14	0	26
	Jun-08	59	17	0	24
Principle 6.5	Dec-06	66	8	1	25
	Jun-07	69	6	0	25
	Dec-07	61	9	0	30
	Jun-08	59	8	0	33
Principle 6.6	Dec-06	69	14	0	17
	Jun-07	68	15	1	16
	Dec-07	61	20	1	18
	Jun-08	54	28	2	16
Quality Area 7					
Principle 7.1	Dec-06	72	13	0	15
	Jun-07	75	11	0	14
	Dec-07	75	12	0	13
	Jun-08	70	17	0	13
Principle 7.2	Dec-06	79	13	1	7
	Jun-07	83	11	1	5
	Dec-07	80	13	1	6
	Jun-08	79	17	0	4
Principle 7.3	Dec-06	88	12	0	0
	Jun-07	91	8	0	1
	Dec-07	87	12	0	1
	Jun-08	85	14	0	1
Principle 7.4	Dec-06	77	16	1	6
	Jun-07	81	12	1	6
	Dec-07	76	17	1	6
	Jun-08	73	21	1	5
<p>Reporting period of 6 months to end of month specified. Figures rounded to the nearest whole percentage.</p> <p>Number of long day care centres which received an Accreditation Decision in each reporting period:</p> <p>1 July 2006 – 31 December 2006: 845</p> <p>1 January 2007 – 30 June 2007: 1,127</p> <p>1 July 2007 – 31 December 2007: 1,367</p> <p>1 January 2008 – 30 June 2008: 803</p>					

QIAS Principles 1 January - 30 June 2008

