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**Quality Improvement and Accreditation System  
Quality Trends Report**

***QIAS Quality Practices Guide (1<sup>st</sup> edition, 2005)***

**For the period 1 July 2006 to 31 December 2006**

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 (1<sup>st</sup> edition, 2005)* available for purchase from the National Childcare Accreditation Council (NCAC). Where references are made to numbered indicators, these are listed in the *QIAS Validation Report (3<sup>rd</sup> edition, 2005)*.

The *QIAS Quality Practices Guide (1<sup>st</sup> edition, 2005)* was implemented from January 2006. The first Accreditation Decisions under the reclassified standards were made in July 2006. This is the first *QIAS Quality Trends Report* against the reclassified standards.

The final Accreditation Decisions under the *QIAS Source Book (2001)* were made during July 2006. A final summary of the quality trends against the *QIAS Source Book* is now available in a separate report.

## QIAS Quality Trends Report

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Long day care centres across Australia are generally performing well as measured by the QIAS. More than **95%** of centres that have completed the 5 steps of Child Care Quality Assurance to 31 December 2006 are Accredited. Of these services, **79%** have achieved High Quality in all Quality Areas. This is a significant achievement and indicates that long day care centres are performing at a high standard.

**845** long day care centres received Accreditation Decisions under the reclassified standards of the *QIAS Quality Practices Guide* (2005) between 1 July 2006 and 31 December 2006.

### 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	91%
1.3	Staff initiate and maintain respectful communication with each child	87%
1.4	Staff respect each child's background and abilities	88%
1.6	Staff communicate effectively to promote respect and professional teamwork	86%
2.3	The centre has orientation processes for children and families	88%
4.1	Staff encourage each child to make choices and participate in play	87%
4.2	Staff promote each child's ability to develop and maintain relationships	89%
7.3	Staff policies and practices facilitate continuity of care for each child	88%

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

1.5	Staff treat all children equitably	15%
5.3	Staff ensure that potentially dangerous products, plants and objects are inaccessible to children	24%
5.4	The centre ensures that buildings and equipment are safe	18%
6.2	Staff implement effective and current food safety and hygiene practices	17%
6.4	Staff ensure toileting and nappy changing procedures are positive experiences	16%
6.5	Staff support each child's needs for rest, sleep and comfort	25%
6.6	The centre acts to control the spread of infectious diseases and maintains records of immunisation	17%
7.1	Written information about the centre's management is readily available to families	15%

## Quality Area 1: Staff Relationships with Children and Peers

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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, a significant proportion of centres did not meet the Accreditation standards of Principle 1.5.

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### 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
%	91	5	0	4

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
%	83	13	0	4

In Principle 1.2 the indicator that most often resulted in Unsatisfactory ratings was:

**Indicator 1.2.6** *Staff guidance for children is free from physical force, isolation, humiliation, anger, threats or shouting*

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

Principle 1.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	87	10	0	3

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
%	88	9	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
%	75	9	1	15

In Principle 1.5 the indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 1.5.1** *The centre has written policies and practices for inclusion and reducing bias in centre programs*
- Indicator 1.5.2** *These policies and procedures 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
%	86	11	1	2

Principle 1.6 was rarely rated Unsatisfactory.

## Quality Area 2: Partnerships with Families

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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 High Quality in this Quality Area.

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### 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
%	84	14	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
%	82	14	0	4

In Principle 2.2 the indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 2.2.1** *Staff gather information about skills, talents and interests that families would be happy to share within the program*
- Indicator 2.2.2** *The centre's family information package clearly indicates that family members are welcome to visit the centre at any time*

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

Principle 2.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	88	11	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 High Quality in this Quality Area.

### 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
%	74	18	1	7

In Principle 3.1 the indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 3.1.2** *The centre's philosophy was developed or evaluated within the past year*
- Indicator 3.1.6** *The centre's philosophy values the role of families in the centre's program and policy decisions*

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

Principle 3.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	77	14	1	8

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

- 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

<b>Principle 3.3</b>	<b>High Quality</b>	<b>Good Quality</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
%	81	12	0	7

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

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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 High Quality in this Quality Area.

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### 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
%	87	9	0	4

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

**Indicator 4.1.9** *Staff observe and record children's interests and support them to further these interests*

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

Principle 4.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	89	9	0	2

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
%	84	14	0	2

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
%	80	19	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
%	83	12	1	4

In Principle 4.5 the indicator that most often resulted in Unsatisfactory ratings was:

**Indicator 4.5.6** *Staff minimise the use of stencils, colouring in and staff-directed experiences*

**Principle 4.6:** Staff promote each child's physical abilities

Principle 4.6	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	80	19	0	1

Principle 4.6 was rarely rated Unsatisfactory.

## Quality Area 5: Protective Care and Safety

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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 High Quality in this Quality Area. However, a significant proportion of centres did not meet the Accreditation standards of Principles 5.3, 5.4 and 5.5.

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### Quality Area 5 has five Principles:

#### Principle 5.1: Staff act to protect each child

Principle 5.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	82	8	1	9

In Principle 5.1 the indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 5.1.1** *The centre has a written policy on child protection based on current legislation and advice from recognised authorities*
- 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
%	82	14	0	4

In Principle 5.2 the indicator that most often resulted in Unsatisfactory ratings was:

- Indicator 5.2.1** *Staff effectively supervise all areas accessible to children*

**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
%	64	11	1	24

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

- Indicator 5.3.1** *The centre has a written policy and procedures regarding the use and storage of dangerous products*
- 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 5.3.5** *Medications, detergents/cleaning products, garden chemicals and other dangerous products are inaccessible to children at all times*
- Indicator 5.3.6** *Containers for soiled nappies and other soiled items are securely covered and the contents are not accessible to children*
- Indicator 5.3.8** *The centre maintains current information from recognised health and safety authorities on dangerous products, plants and objects*
- 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
%	71	10	1	18

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 5.4.2** *The centre has systematic procedures for daily safety checks*
- Indicator 5.4.7** *All unused power points that are accessible to children have secure, protective caps*
- Indicator 5.4.8** *All electrical cords are out of reach of children or are secured*
- Indicator 5.4.12** *The centre regularly obtains updated information from recognised safety authorities about selecting, installing and maintaining equipment and furniture and maintaining buildings*

**Principle 5.5:** The centre promotes occupational health and safety

<b>Principle 5.5</b>	<b>High Quality</b>	<b>Good Quality</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>%</b>	71	15	1	13

In Principle 5.5 the indicators that most often resulted in Unsatisfactory ratings were:

- Indicator 5.5.1** *The centre has a written policy on occupational health and safety that is based on current legislation and advice from recognised authorities*
- Indicator 5.5.2** *Policies and procedures relating to occupational health and safety are dated and sourced*
- Indicator 5.5.6** *The centre has a procedure for regularly assessing occupational health and safety risks for staff, children and other visitors to the centre*

## Quality Area 6: Health, Nutrition and Wellbeing

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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, a significant proportion of centres did not meet the Accreditation standards of each Principle.

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### Quality Area 6 has six Principles:

#### Principle 6.1: Staff promote healthy eating habits

Principle 6.1	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	79	7	2	12

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

**Indicator 6.1.2** *The centre's food and nutrition policy is dated and sourced*

**Indicator 6.1.9** *Children are encouraged to develop independence in accessing/pouring drinks*

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

Principle 6.2	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	66	16	1	17

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 6.2.12** *At least one staff member has completed a food safety training course recognised by a relevant health authority and advises other staff on appropriate food safety*

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

Principle 6.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	76	9	1	14

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

- Indicator 6.3.1** *The centre has a policy on dental care based on current recommendations from recognised dental health authorities*
- Indicator 6.3.2** *The centre's dental care policy is dated and sourced*
- Indicator 6.3.3** *Staff implement the centre's dental care policy consistently*

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

Principle 6.4	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	73	10	1	16

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

- Indicator 6.4.4** *The centre has adopted practices for toileting and nappy changing that are consistent with current advice from recognised health authorities*
- 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
%	66	8	1	25

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 6.5.3** *Current information on sleep equipment and safe sleeping practices from recognised authorities is available to staff and families*
- Indicator 6.5.4** *Sleep procedures and sleep equipment take account of current safety advice from recognised authorities*
- 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 6.5.11** *Within the scope of the centre's policy, staff respect each child's clothing preferences, including cultural differences*
- Indicator 6.5.18** *The centre's sun protection 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
%	69	14	0	17

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*
- Indicator 6.6.3** *The centre's policy on child and staff immunisation is communicated to staff and families*
- Indicator 6.6.8** *The centre ensures that all families are advised of its exclusion policy relating to immunisation at the time of enrolment and are reminded of this policy at least twice per year*
- Indicator 6.6.10** *The centre follows a written procedure for advising the relevant authority of any occurrence of a notifiable disease at the centre*

## Quality Area 7: Managing to Support Quality

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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, a significant proportion of centres did not meet the Accreditation standards of Principle 7.1.

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### 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
%	72	13	0	15

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

**Indicator 7.1.5** *Information such as agendas for family meetings are distributed in advance*

**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	13	1	7

In Principle 7.2 the indicator that most often resulted in Unsatisfactory ratings was:

**Indicator 7.2.2** *There is a brief induction process specifically for new relief staff*



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

Principle 7.3	High Quality	Good Quality	Satisfactory	Unsatisfactory
%	88	12	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
%	77	16	1	6

In Principle 7.4 the indicators that most often resulted in Unsatisfactory ratings were:

**Indicator 7.4.2** *Staff meet regularly and the meeting agendas and outcomes are documented*

**Indicator 7.4.5** *Management works with staff to identify and plan professional development strategies that meet both centre and staff priorities*

## Comparative Quality Trends Analysis

This report is the first QIAS *Quality Trends Report* for long day care centres under the revised standards of the *QIAS Quality Practices Guide (2005)*.

The standards in the *QIAS Source Book (2001)* were reclassified to develop the *QIAS Quality Practices Guide (2005)* with several amendments including: a reduction from 10 Quality Areas to 7 Quality Areas; the inclusion of standards of Good Quality care; and the removal of Unsatisfactory indicators from the document. Indicators of quality practise were reworded to improve clarity and the location of Principles in each Quality Area was also reviewed.

**845** services progressed through the 5 steps of Quality Assurance and received an Accreditation Decision under the reclassified standards to 31 December 2006.

Notable trends in the data include:

- Continuing high achievement by long day care centres across all Quality Areas, which is consistent with previous *Quality Trends Reports* conducted against the standards of the *QIAS Source Book (2001)*.
- The lowest proportion of High Quality ratings for any Principle was 66%, which indicates the high level of achievement by the majority of long day care centres across Australia.
- 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

- Failure to date and source written policies and procedures contributed significantly to a relatively high proportion of centres receiving Unsatisfactory ratings across Quality Areas 5: Protective Care and Safety, and 6: Health, Nutrition and Wellbeing.

## 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 schemes 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 schemes 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* was introduced in October 2006, to assist services to research, develop and review policies in collaboration with stakeholders. The *NCAC Policy Development Guide* is available on the NCAC website ([www.ncac.gov.au](http://www.ncac.gov.au)).
- NCAC's quarterly newsletter, *Putting Children First*, was distributed to all services participating in the Child Care Quality Assurance systems in June, September and December 2006. Articles supporting quality practices included:
  - *Meeting Quality Assurance Requirements with Minimal Resources*
  - *Planning Experiences for Children*
  - *Environmental Experiences in Child Care*
  - *Electrical Safety in Children's Services*
  - *Ask a Child Care Adviser – Dental Health*
- NCAC *Factsheets* are distributed to all long day care centres that register to participate in the QIAS, providing information for long day care staff on a variety of issues identified to be problematic in the *Quality Trends Reports*:

<b>Factsheets</b>	<b>Relevant Principles</b>
<i>Developing a Service Philosophy</i>	1.2, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6, 7.1, 7.2
<i>Safety in Children's Services</i>	5.2, 5.3, 5.4, 5.5
<i>Food Safety</i>	6.2
<i>Developing a Policy</i>	1.2, 1.5, 1.6, 2.1, 2.2, 3.1, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.5, 6.6, 7.1, 7.2
<i>Managing Complaints</i>	2.1, 2.2, 2.3, 7.1

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 Principle Ratings

For Accreditation Decisions received 1 July 2006 - 31 December 2006

Quality Area 1		High Quality (%)	Good Quality (%)	Satisfactory (%)	Unsatisfactory (%)
Principle 1.1	Dec-06	91	5	0	4
Principle 1.2	Dec-06	83	13	0	4
Principle 1.3	Dec-06	87	10	0	3
Principle 1.4	Dec-06	88	9	0	3
Principle 1.5	Dec-06	75	9	1	15
Principle 1.6	Dec-06	86	11	1	2
<b>Quality Area 2</b>					
Principle 2.1	Dec-06	84	14	0	2
Principle 2.2	Dec-06	82	14	0	4
Principle 2.3	Dec-06	88	11	0	1
<b>Quality Area 3</b>					
Principle 3.1	Dec-06	74	18	1	7
Principle 3.2	Dec-06	77	14	1	8
Principle 3.3	Dec-06	81	12	0	7
<b>Quality Area 4</b>					
Principle 4.1	Dec-06	87	9	0	4
Principle 4.2	Dec-06	89	9	0	2
Principle 4.3	Dec-06	84	14	0	2
Principle 4.4	Dec-06	80	19	0	1
Principle 4.5	Dec-06	83	12	1	4
Principle 4.6	Dec-06	80	19	0	1
<b>Quality Area 5</b>					
Principle 5.1	Dec-06	82	8	1	9
Principle 5.2	Dec-06	82	14	0	4
Principle 5.3	Dec-06	64	11	1	24
Principle 5.4	Dec-06	71	10	1	18
Principle 5.5	Dec-06	71	15	1	13

<b>Quality Area 6</b>		<b>High Quality (%)</b>	<b>Good Quality (%)</b>	<b>Satisfactory (%)</b>	<b>Unsatisfactory (%)</b>
Principle 6.1	Dec-06	79	7	2	12
Principle 6.2	Dec-06	66	16	1	17
Principle 6.3	Dec-06	76	9	1	14
Principle 6.4	Dec-06	73	10	1	16
Principle 6.5	Dec-06	66	8	1	25
Principle 6.6	Dec-06	69	14	0	17
<b>Quality Area 7</b>					
Principle 7.1	Dec-06	72	13	0	15
Principle 7.2	Dec-06	79	13	1	7
Principle 7.3	Dec-06	88	12	0	0
Principle 7.5	Dec-06	77	16	1	6
Reporting period of 6 months to end of month specified. Figures rounded to the nearest whole percentage.					
Number of long day care centres which received an Accreditation Decision in this 6 month period: 1 July 2006 – 31 December 2006: 845					