

# Rating Outcome Summary

<b>Service Name</b>	Nimbin Pre-School
<b>Service Approval Number</b>	SE-00008558
<b>Provider Name</b>	Nimbin Pre School & Childcare Assn Inc
<b>Provider Approval Number</b>	PR-00004163
<b>Assessment &amp; Rating Number</b>	ASR-00050865
<b>Assessment Visit Date(s)</b>	21/11/2025 to 21/11/2025
<b>Assessment Officer</b>	Rebecca Garvey
<b>Endorsed By</b>	Alicia Burke
<b>Report Status</b>	FINAL

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## About this *Rating Outcome Summary* report

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This Rating Outcome Summary report outlines your service's rating outcomes from the recent quality assessment of your service's practices against the National Quality Standard (NQS).

This Rating Outcome Summary report includes the following:

- Summary of ratings
- Determination of "Met" or "Not Met" for each Element of the NQS
- The rating of each Standard and Quality Area
- A 'quality map' for each Standard
- Suggestions and resources for improvements

You can use this information to assist you in:

- Understanding and explaining your rating outcomes
- Sharing information about the quality of your service's practices with families
- Assessing areas for service quality improvement

### How to read this document

The evidence of your service's practices, collected during the assessment, has been analysed to determine if each Element of the NQS has been 'Met' or 'Not Met' and rated at the Standard level in each Quality Area.

The information is organised by Quality Areas (i.e. QA1 to QA7). Each Quality Area includes:

#### **A Quality Map of each Standard**

This is a visual representation of your service's practices across the Standard. The highlighted descriptor reflects the analysis of evidence and indicates typical practice across each Standard during your assessment. This information can be shared with families to explain your rating at the Standard level.

#### **Analysis notes of each Standard**

In these notes the authorised officer can, if considered necessary, highlight particular practices that clarify or support their rating decision.

#### **Quality Improvement notes and resources**

These notes and resources aim to inform and support the cycle of continuous quality improvement of your service's practices. They can be considered for inclusion when you next update your service's Quality Improvement Plan.

Information about the National Quality Standard and rating levels can be found in the guide to the National Quality Standard or online at [www.acecqa.gov.au](http://www.acecqa.gov.au)

## Overall Rating Summary

Overall Rating		Exceeding NQS
STD1.1	The educational program enhances each child's learning and development.	Exceeding NQS
STD1.2	Educators facilitate and extend each child's learning and development.	Exceeding NQS
STD1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NQS
QA1	Educational program and practice	Exceeding NQS
STD2.1	Each child's health and physical activity is supported and promoted.	Exceeding NQS
STD2.2	Each child is protected	Exceeding NQS
QA2	Children's health and safety	Exceeding NQS
STD3.1	The design of the facilities is appropriate for the operation of a service.	Exceeding NQS
STD3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS
QA3	Physical environment	Exceeding NQS
STD4.1	Staffing arrangements enhance children's learning and development.	Exceeding NQS
STD4.2	Management, educators and staff are collaborative, respectful and ethical.	Exceeding NQS
QA4	Staffing arrangements	Exceeding NQS
STD5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
STD5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NQS
QA5	Relationships with children	Exceeding NQS
STD6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
STD6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding NQS
QA6	Collaborative partnerships with families and communities	Exceeding NQS
STD7.1	Governance supports the operation of a quality service.	Exceeding NQS
STD7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NQS
QA7	Governance and Leadership	Exceeding NQS

## Overall Summary Comments

Your service is commended on its achievements in providing quality outcomes for children. In particular, children benefit from a warm, inclusive, and high-quality learning environment where their wellbeing, identities, and learning are genuinely prioritised. The service's strengths are evident in its deep relationships with children, families, staff, and the broader rural and culturally diverse community. The preschool's practices are cohesive, intentional, and grounded in deep respect for children, families, educators, and community. The service's strengths reflect a culture of ongoing professional inquiry, collaboration, and continuous improvement. Through this commitment, the preschool provides a learning environment where all children are supported to thrive, and where high-quality early education is valued as a shared community priority. It is recommended that management and educators continue to reflect on current practice to maintain the quality outcomes evident during this assessment and rating process.

## Quality Area 1: Educational program and practice

<b>STANDARD 1.1</b>	<b>The educational program enhances each child's learning and development.</b>
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Element	Concept	Descriptor	Met or Not Met
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Met
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	Met
1.1.3	Program Learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>1.1</b>	<b>The educational program enhances each child's learning and development.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 1.1</b>	Analysis Notes
<p>The preschool delivers a curriculum that is well-tailored to the unique cultural, linguistic, and socio-economic backgrounds of its children. Programs actively incorporate elements reflecting the diversity within the community, fostering a strong sense of belonging and identity for all children. Educators skillfully plan and implement experiences that promote curiosity, creativity, and critical thinking. Learning experiences are thoughtfully designed to meet individual developmental needs and interests, drawing on thorough observations and assessments. The program integrates local rural contexts and values, ensuring relevance and connection for children and families. Strong partnerships with families and local community groups enhance the learning environment, enriching experiences through shared knowledge and resources. Educators engage in ongoing reflection and professional development to refine their practice. This proactive approach ensures the program remains dynamic, inclusive, and of high quality, consistently supporting positive learning outcomes. Overall, the preschool provides a high-quality, culturally responsive, and developmentally appropriate educational program that supports the holistic development of every child in its rural, diverse setting.</p>	

<b>STANDARD 1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>
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Element	Concept	Descriptor	Met or Not Met
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Met
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	Met
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>1.2</b>	<b>Educators facilitate and extend each child's learning and development.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 1.2</b>	<b>Analysis Notes</b>
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Educators consistently implement responsive and intentional teaching approaches that reflect a deep understanding of children, families, and the broader rural and culturally diverse community in which the preschool operates. Educators build strong, warm, and trusting relationships with children, enabling each child to feel known, valued, and supported as a capable learner. Interactions are consistently respectful, attuned, and reciprocal. Staff skillfully follow children's cues, adapting their communication styles to meet the language, cultural, and developmental needs of each child. This inclusive approach ensures that every child is able to express their ideas, participate meaningfully, and engage confidently in the learning environment. Intentional teaching is embedded throughout the program. Educators purposefully plan learning experiences that extend on children's interests, draw on local community knowledge, and reflect the unique rural context. Spontaneous opportunities are also maximised, with educators adeptly using teachable moments to promote critical thinking, problem-solving, and rich language development. Documentation shows clear evidence of ongoing analysis and evaluation, demonstrating how learning is scaffolded over time and tailored to each child's strengths and goals. Collaboration among staff is a notable strength. Educators consistently reflect together to refine practice, share insights about children's learning trajectories, and align strategies across the team. Families are recognised as partners, and their cultural knowledge, aspirations, and community connections are actively incorporated into planning and decision-making. This collective and respectful approach ensures continuity of learning and reinforces children's sense of belonging.

<b>STANDARD 1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
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Element	Concept	Descriptor	Met or Not Met
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	Met
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	Met
1.3.3	Information for families	Families are informed about the program and their child's progress.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>1.3</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 1.3</b>	<b>Analysis Notes</b>
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Educators maintain a comprehensive and interconnected cycle of observation, analysis, planning, implementation, and evaluation that clearly reflects each child's learning journey. Assessment practices are purposeful, authentic, and grounded in a deep understanding of children's individual strengths, cultural backgrounds, interests, and developmental needs. Documentation is thorough and meaningful, illustrating how children's learning is monitored and extended over time. Educators draw from a range of evidence to ensure that assessments are holistic and culturally responsive. This is particularly evident in the way the program incorporates the cultural perspectives of families from diverse backgrounds. The planning cycle is consistently used to inform intentional and responsive learning experiences. Educators actively analyse observations to identify learning opportunities and tailor experiences that are both challenging and achievable. Plans remain flexible and adaptive, allowing for spontaneous learning moments that honour children's curiosities and reflect the rhythms and values of the rural community. Continuity of learning is a clear strength, with educators systematically revisiting goals and tracking progress in ways that support each child's emerging skills, sense of identity, and engagement. Collaboration is embedded across the service. Educators meet regularly to reflect critically on children's development, share insights, and evaluate the impact of teaching strategies. Families are genuine partners in the assessment and planning cycle, their contributions are sought proactively and respectfully. Educators work alongside families to understand cultural expectations, learning preferences, and community priorities, ensuring assessment processes are inclusive and meaningful. This partnership enhances the accuracy and relevance of planning and strengthens children's sense of belonging. By combining professional expertise with strong family and community collaboration, educators create a dynamic learning program that supports every child to thrive and succeed within the unique context of a diverse rural preschool.

## Quality Area 1: Ratings Summary

<b>STANDARD 1.1</b>	The educational program enhances each child's learning and development.	Exceeding NQS
<b>STANDARD 1.2</b>	Educators facilitate and extend each child's learning and development.	Exceeding NQS
<b>STANDARD 1.3</b>	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	Exceeding NQS
Was there evidence that the education program being delivered is not based on the developmental needs, interests and experiences of each child and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service?		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
<b>Quality Area 1 RATING</b>		<b>Exceeding NQS</b>

### Quality Improvement Plan notes (optional)

To enhance achievements in this Quality Area, the service may wish to use the following resources for professional development and to influence future decision making.

### Suggested Resources for Improvement

Early Childhood Australia: Making connections with neurodivergent children through play (2-part series) - free training  
<https://shop.earlychildhoodaustralia.org.au/product/lhseries003/>

ACECQA: Standard 1.1 - The educational program enhances each child's learning and development - Case study 2  
<https://www.acecqa.gov.au/assessment/exceeding-nqs/qa1/standard-11-program-case-study-2>

ACECQA: Standard 1.2 - Educators facilitate and extend each child's learning and development - Case study 1  
<https://www.acecqa.gov.au/assessment/exceeding-nqs/qa1/standard-12-practice-case-study-1>

ACECQA: Standard 1.3 - Educators and coordinators take a planned and reflective approach to implementing a program for each child - Case study 3  
<https://www.acecqa.gov.au/assessment/exceeding-nqs/qa1/standard-13-assessment-and-planning-case-study-3>

## Quality Area 2: Children's health and safety

<b>STANDARD 2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>
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Element	Concept	Descriptor	Met or Not Met
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	Met
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	Met
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>2.1</b>	<b>Each child's health and physical activity is supported and promoted.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 2.1</b>	Analysis Notes
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Educators maintain a proactive, holistic, and culturally informed approach to supporting children's physical and emotional wellbeing, with practices deeply embedded in the daily operations and broader philosophy of the service. Children's health needs are expertly identified, monitored, and responded to. Educators maintain detailed and up-to-date information about each child, including medical conditions, cultural health practices, nutrition requirements, and family routines. This is particularly important in a diverse rural community, where varied cultural beliefs, environmental factors, and lifestyle patterns shape children's wellbeing. Educators respectfully integrate these considerations into daily practices, ensuring each child's comfort, safety, and dignity. The service places strong emphasis on promoting healthy lifestyles. Children participate in daily routines that support independence, coordination, and self-care skills. Educators model and encourage healthy eating, physical activity, and hygiene practices, making use of the natural rural environment to promote physical exploration and connection to Country. Outdoor play spaces are designed and supervised thoughtfully, allowing children to engage in calculated risk-taking while maintaining high levels of safety. Wellbeing is viewed through a holistic lens. Educators build warm, trusting, and secure relationships with children, which fosters emotional resilience, confidence, and a strong sense of belonging. They respond sensitively to children's cues, offering comfort, guidance, and reassurance as needed. Strategies to support emotional regulation are embedded in everyday interactions, helping children develop a strong foundation for mental wellbeing. Collaboration strengthens the service's approach. Families are active partners in ensuring children's health and wellbeing needs are understood and met. Educators communicate regularly with families about children's routines, health updates, and developmental needs, and they seek cultural guidance to ensure practices are respectful and relevant. Community connections such as local health professionals and rural support agencies further enrich the service's approach to wellbeing. Ongoing reflection and continuous improvement are evident. Educators regularly evaluate health and safety practices, risk assessments, and routines to ensure they remain effective, culturally responsive, and aligned with current best practice. Staff demonstrate a deep and shared understanding of policy implementation, and they confidently adjust strategies based on emerging needs and environmental changes typical of rural settings.

<b>STANDARD 2.2</b>	<b>Each child is protected</b>
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Element	Concept	Descriptor	Met or Not Met
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	Met
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	Met
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes

Theme	Theme Description	Confirm
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes
<b>2.2</b>	<b>Each child is protected</b>	<b>Exceeding NQS</b>
<b>STANDARD 2.2</b>	Analysis Notes	
<p>Educators maintain vigilant supervision practices that are proactive, purposeful, and responsive to the dynamic nature of the learning environment. They position themselves strategically, communicate effectively, and remain fully engaged with children's play and interactions. This ensures children are both safe and supported to explore, take appropriate risks, and develop confidence in a secure environment. Supervision strategies are regularly reviewed and adapted to reflect changes in staffing, environmental conditions, and children's individual needs. Risk management is a clear strength. The rural setting presents unique opportunities and hazards including natural terrain, local wildlife, weather patterns, and community events, and educators demonstrate a sophisticated understanding of these factors. They conduct thorough and ongoing risk assessments, implement robust safety procedures, and ensure all staff are knowledgeable and confident in responding to potential hazards. These processes are evident in both indoor and outdoor environments, where spaces are well-maintained, carefully arranged, and routinely inspected to minimise risk. Emergency preparedness is high-quality and consistently practised. Educators participate in regular drills and training aligned with local emergency requirements, such as bushfire response, extreme weather planning, and evacuation procedures relevant to the area. Children are supported to understand these routines calmly and confidently, with educators explaining safety practices in age-appropriate and reassuring ways. This builds children's sense of security and improves their ability to respond safely in real situations. A strong culture of collaboration and communication strengthens the service's approach to safety. Educators work closely with families to understand children's individual needs, cultural expectations, and home routines related to safety. They also build meaningful relationships with local community services to ensure practices align with community risks and resources. Reflective practice is ongoing and embedded. Educators continually evaluate policies, procedures, and safety strategies, drawing on family feedback, team discussion, and incident data to guide improvement. Staff show a strong shared commitment to professional learning in areas such as child protection, first aid, and safe environments, ensuring they remain confident and up to date with best practice.</p>		

## Quality Area 2: Ratings Summary

<b>STANDARD 2.1</b>	Each child's health and physical activity is supported and promoted.	Exceeding NQS
<b>STANDARD 2.2</b>	Each child is protected	Exceeding NQS

<p>Was there evidence that practices and procedures pose an unacceptable risk to the safety, health and wellbeing of any child or children being educated and cared for by the service for any of the areas: 1. adequate supervision, or 2. taking every reasonable precaution to protect children from harm and hazards, or 3. health and hygiene, or 4. food handling and food preparation, or 5. safe drinking water and food, or 6. the environment is tobacco, drug and alcohol free, or 7. preventing the spread of infectious disease, or 8. managing children's medical conditions, or 9. administering medications, or 10. managing emergencies, or 11. managing excursions, or 12. collection of children from the service</p>	<p>No</p>
<p>Provide Significant Improvement Required comments if 'YES' was selected above:</p>	<p>N/A</p>
<p style="text-align: right;"><b>Quality Area 2 RATING</b></p>	<p style="text-align: center;"><b>Exceeding NQS</b></p>

<p><b>Quality Improvement Plan notes (optional)</b></p>
<p>To enhance achievements in this Quality Area, the service may wish to use the following resources for professional development and to influence future decision making.</p>

<p><b>Suggested Resources for Improvement</b></p>
<p>Early Childhood Australia and the eSafety Commissioner: eSafety professional learning modules  <a href="https://learninghub.earlychildhoodaustralia.org.au/esafety-early-years-program/">https://learninghub.earlychildhoodaustralia.org.au/esafety-early-years-program/</a></p> <p>NSW Department of Education: Child safe standards - how to implement (training and podcasts)  <a href="https://education.nsw.gov.au/early-childhood-education/ecec-resource-library/implementing-the-child-safe-standards">https://education.nsw.gov.au/early-childhood-education/ecec-resource-library/implementing-the-child-safe-standards</a></p> <p>ACECQA: Standard 2.1 - Each child's health and physical activity is supported and promoted - Case study 2  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa2/standard-21-health-case-study-2">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa2/standard-21-health-case-study-2</a></p> <p>ACECQA: Standard 2.2 - Each child is protected - Case study 1  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa2/standard-22-safety-case-study-1">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa2/standard-22-safety-case-study-1</a></p>

## Quality Area 3: Physical environment

<b>STANDARD 3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>
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Element	Concept	Descriptor	Met or Not Met
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	Met
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>3.1</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 3.1</b>	Analysis Notes
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Indoor and outdoor spaces are thoughtfully designed to be welcoming, functional, and aesthetically engaging. The layout supports smooth transitions, independent access to resources, and a calm, predictable flow through the day. Natural light, open-ended materials, and flexible spaces allow children to make choices, engage deeply in learning, and develop autonomy. The physical design demonstrates educators' commitment to inclusion. Furniture, pathways, and play zones are adapted to meet varying physical needs, cultural practices, and learning preferences. The outdoor environment is a significant strength, reflecting the unique rural context and the community's strong ties to the land. Large natural play areas, gardens, and built spaces provide rich opportunities for exploration, physical activity, and connection to nature. Educators incorporate local materials, Indigenous perspectives, and seasonal changes into the design of outdoor learning areas, helping children develop environmental awareness and cultural understanding. Spaces are carefully maintained and organised to allow for both active play and quiet reflection. Ongoing maintenance and improvements are systematic and shared across the team. Educators conduct regular reviews of the environment to ensure spaces remain safe, inviting, and aligned with children's needs. Risk assessments, cleaning procedures, and equipment checks are embedded into daily routines and undertaken with diligence. The service responds promptly to changes in the rural environment such as weather, land conditions, or community events to ensure consistent safety and accessibility. Family and community partnerships significantly enhance the design of the learning environment. Educators actively seek input from families to ensure spaces reflect cultural identities, values, and expectations. Reflection is ongoing and embedded in practice. Educators regularly evaluate how the environment supports learning, engagement, inclusion, and wellbeing. Adjustments are made based on children's emerging interests, developmental needs, and feedback from families. This continuous improvement cycle ensures the physical environment evolves intentionally and remains responsive to the changing dynamics of the rural preschool community.

<b>STANDARD 3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>		
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Element	Concept	Descriptor	Met or Not Met
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	Met
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	Met
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>3.2</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 3.2</b>	Analysis Notes
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Educators use the physical environment as a dynamic and responsive learning tool, ensuring all children experience a sense of belonging and have equitable access to meaningful learning opportunities regardless of background, ability, or cultural identity. Indoor and outdoor spaces are thoughtfully curated to invite curiosity, problem-solving, and sustained engagement. Educators provide a wide range of open-ended, natural, and culturally relevant materials that reflect the diversity of the rural community. Children freely explore, create, and collaborate, supported by an environment that encourages independence and self-direction. Learning spaces are designed in ways that empower children to make choices, revisit experiences, and engage in long periods of uninterrupted play demonstrating a strong commitment to play-based pedagogy. Inclusivity is embedded throughout the environment. Educators intentionally incorporate cultural knowledge and community perspectives into displays, resources, and learning spaces. This strengthens children's identity, affirms their cultural backgrounds, and promotes mutual respect. The design of play areas accommodates a range of developmental needs, sensory preferences, and learning styles, ensuring all children can participate fully and confidently. This reflects the service's philosophy of the environment as the third teacher. The rural setting is used meaningfully and respectfully to enhance children's learning. Outdoor play areas offer rich opportunities for exploration of the natural environment. Gardens, bushland, local flora, and open spaces become living learning resources. Educators skillfully incorporate Indigenous perspectives, sustainability practices, and knowledge of the local community into the outdoor program. Children develop a strong sense of connection to Country, environmental responsibility, and awareness of the rhythms of rural life. Educators actively support children to develop agency, competence, and resilience. They observe play closely, scaffold learning, and introduce new challenges that extend children's skills. Risk-taking is supported in a safe and considered way, with children encouraged to test ideas, assess their own safety, and build confidence in their abilities. The environment is flexible, allowing educators to adjust spaces and materials based on ongoing observation and reflection about children's needs and emerging interests. Collaboration and continuous improvement underpin the service's approach. Families are engaged as partners in shaping the environment, contributing cultural insights, materials, and ideas that enrich the learning spaces. Educators reflect as a team to evaluate the effectiveness of the environment, making purposeful changes that enhance learning, inclusivity, and engagement. This reflective cycle ensures the environment remains vibrant, relevant, and responsive to the evolving needs of the rural preschool community.

### Quality Area 3: Ratings Summary

<b>STANDARD 3.1</b>	The design of the facilities is appropriate for the operation of a service.	Exceeding NQS
<b>STANDARD 3.2</b>	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Exceeding NQS

<p>Was there evidence that there is systematic and ongoing failure to ensure that: 1. the premises (including outdoor play spaces), furniture or equipment are safe and in good repair, or 2. there is sufficient furniture, materials and developmentally appropriate equipment for each child, or 3. indoor or outdoor space requirements are met and this failure poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>	<p>No</p>
<p>Provide Significant Improvement Required comments if 'YES' was selected above:</p>	<p>N/A</p>
<p style="text-align: right;"><b>Quality Area 3 RATING</b></p>	<p style="text-align: center;"><b>Exceeding NQS</b></p>

<p><b>Quality Improvement Plan notes (optional)</b></p>
<p>To enhance achievements in this Quality Area, the service may wish to use the following resources for professional development and to influence future decision making.</p>

<p><b>Suggested Resources for Improvement</b></p>
<p>ACECQA: Standard 3.1 - The design of the facilities is appropriate for the operation of a service - Case study 3  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa3/standard-31-design-case-study-3">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa3/standard-31-design-case-study-3</a></p> <p>ACECQA: Standard 3.2 - The service environment is inclusive, promotes competence and supports exploration and play based learning - Case study 2  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa3/standard-32-use-case-study-2">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa3/standard-32-use-case-study-2</a></p>

## Quality Area 4: Staffing arrangements

<b>STANDARD 4.1</b>	<b>Staffing arrangements enhance children's learning and development.</b>
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Element	Concept	Descriptor	Met or Not Met
4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development.	Met
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>4.1</b>	<b>Staffing arrangements enhance children's learning and development.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 4.1</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

<b>STANDARD 4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>
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Element	Concept	Descriptor	Met or Not Met
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Met
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>4.2</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 4.2</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

## Quality Area 4: Ratings Summary

<b>STANDARD 4.1</b>	Staffing arrangements enhance children's learning and development.	Exceeding NQS
<b>STANDARD 4.2</b>	Management, educators and staff are collaborative, respectful and ethical.	Exceeding NQS
Was there evidence that there is: 1. systematic and ongoing failure to meet staffing arrangements (educator-to-child ratios and qualification requirements), or 2. behaviour, interactions or lack of collaboration between staff members leads to unprofessional practice and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
<b>Quality Area 4 RATING</b>		<b>Exceeding NQS</b>

### Quality Improvement Plan notes (optional)

For this standard, information was not recorded.

### Suggested Resources for Improvement

For this standard, information was not recorded.

## Quality Area 5: Relationships with children

STANDARD 5.1		Respectful and equitable relationships are maintained with each child.	
Element	Concept	Descriptor	Met or Not Met
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Met
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	Met
Theme	Theme Description		Confirm
Theme 1	Practice is embedded in service operations.		Yes
Theme 2	Practice is informed by critical reflection.		Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.		Yes
5.1	Respectful and equitable relationships are maintained with each child.		Exceeding NQS
STANDARD 5.1	Analysis Notes		

Educators place strong emphasis on creating a warm, inclusive, and emotionally secure environment where every child feels valued, understood, and connected. This is especially significant in the context of a diverse rural community, where families bring a wide range of cultural identities and lived experiences. Educators intentionally build trusting, reciprocal relationships through consistent, gentle, and respectful interactions. They take time to learn about each child's background, communication style, interests, and temperament, using this knowledge to tailor their approaches. Children are greeted warmly each day, with educators showing genuine interest in their lives both within and beyond the preschool. These strong relational foundations support children to separate confidently from families, transition smoothly into the day, and engage deeply in learning. The service excels in supporting children's sense of identity and belonging. Educators intentionally incorporate children's cultural knowledge and community experiences into conversations, routines, and play. Educators are highly responsive to children's emotional needs. They sensitively interpret children's cues, offer comfort when needed, and support children to express and regulate their emotions in positive ways. Calm, reassuring interactions help children feel safe and understood. Educators model empathy and kindness, guiding children in building respectful peer relationships and supporting conflict resolution in ways that uphold children's dignity. Children's agency is strongly promoted through these secure relationships. Because children feel safe and respected, they confidently make decisions, lead play, ask questions, and seek help when required. Educators listen actively to children's ideas, involve them in decision-making about routines and the environment, and genuinely value their contributions. This respect fosters independence, competence, and a strong sense of empowerment. Family partnerships significantly enrich the quality of relationships with children. Educators work closely with families to understand children's home contexts, cultural expectations, and wellbeing needs. In a rural community where relationships are often close-knit, educators draw upon community knowledge and connections to support children's social and emotional development. This strong collaboration ensures consistency, continuity, and a holistic understanding of the child. Critical reflection is embedded in the team's practice. Educators regularly discuss strategies for building meaningful relationships, share observations, and evaluate how effectively they support children's emotional wellbeing. They engage in ongoing professional learning to strengthen their communication, cultural competence, and relational skills. This reflective approach ensures that high-quality relationship-building practices are sustained across the service.

<b>STANDARD 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
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Element	Concept	Descriptor	Met or Not Met
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	Met
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>	<b>Exceeding NQS</b>
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STANDARD 5.2	Analysis Notes
<p>Educators foster a strong sense of community where children feel safe, valued, and empowered to engage collaboratively, reflecting the unique strengths and cultural diversity of the rural setting. Children show high levels of cooperation, empathy, and mutual respect. This is the direct result of consistent, intentional guidance from educators, who model positive social behaviours, scaffold peer interactions, and create environments that encourage shared decision-making, collaboration, and teamwork. Educators take time to understand children's social and communication styles and use these insights to support meaningful and authentic peer connections. The service excels in promoting inclusive social learning. Educators embed culturally responsive practices that recognise and celebrate the diversity of the children and families in the rural community. Children learn to appreciate differences, share their own cultural identities, and engage respectfully with the experiences of others. Resources and play experiences reflect the community's diversity, strengthening children's understanding of inclusion and belonging. Conflict resolution is an area of significant strength. Educators use a calm, respectful, and restorative approach, guiding children to identify feelings, listen to one another, and develop their own solutions. Over time, children demonstrate increasing independence in problem-solving and negotiation, drawing on language and strategies consistently modelled by educators. This empowers children and builds confidence, resilience, and emotional intelligence. The environment is intentionally designed to support cooperative play. Open-ended materials, flexible learning spaces, and thoughtfully arranged areas promote opportunities for shared exploration and group projects. Children frequently engage in sustained shared play across age, cultural, and ability groups, reflecting a strong sense of community connection. Family and community partnerships play a key role in strengthening relationships between children. Educators collaborate closely with families to understand social expectations, cultural norms, and any additional support needs. These shared experiences enhance children's social learning and reinforce the preschool's community-centred philosophy. Educators engage in continuous and critical reflection around children's social and emotional development. They monitor peer relationships, review teaching strategies, and adapt approaches to ensure all children are supported to build strong social skills. Professional learning in areas such as trauma-informed practice, cultural competence, and behaviour guidance enriches the team's capacity to support complex social situations with confidence and consistency.</p>	

## Quality Area 5: Ratings Summary

STANDARD 5.1	Respectful and equitable relationships are maintained with each child.	Exceeding NQS
STANDARD 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	Exceeding NQS

<p>Was there evidence that relationships with children do not maintain the dignity and rights of every child and: 1. there is inappropriate use of discipline (corporal punishment or discipline that is unreasonable in the circumstance), or 2. do not have regard for each child's family, cultural values, age, intellectual or physical development, or 3. there is an absence of positive guidance, or 4. there is an absence of equitable opportunities for children to interact and develop and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>	<p>No</p>
<p>Provide Significant Improvement Required comments if 'YES' was selected above:</p>	<p>N/A</p>
<p><b>Quality Area 5 RATING</b></p>	<p><b>Exceeding NQS</b></p>

<p><b>Quality Improvement Plan notes (optional)</b></p>
<p>To enhance achievements in this Quality Area, the service may wish to use the following resources for professional development and to influence future decision making.</p>

<p><b>Suggested Resources for Improvement</b></p>
<p>ACECQA: Standard 5.1 - Relationships between educators and children - Case study 2  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa5/standard-51-relationships-between-educators-and-children-case-study-2">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa5/standard-51-relationships-between-educators-and-children-case-study-2</a></p> <p>Early Childhood Australia: Fostering trusting relationships to support children with anxiety - free training  <a href="https://shop.earlychildhoodaustralia.org.au/product/module101/">https://shop.earlychildhoodaustralia.org.au/product/module101/</a></p> <p>Early Childhood Australia: Every child has a right to be included - free training  <a href="https://shop.earlychildhoodaustralia.org.au/product/module103/">https://shop.earlychildhoodaustralia.org.au/product/module103/</a></p> <p>NSW Department of Education: Unconscious bias awareness free training  <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/professional-learning/unconscious-bias-awareness-course?utm_source=sfmc&amp;utm_medium=email&amp;utm_campaign=20240520_ECEC_ECECUpdate_External+and+Internal+Sector&amp;utm_term=Unconscious+bias&amp;utm_id=191802&amp;sfmc_id=4247897">https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/professional-learning/unconscious-bias-awareness-course?utm_source=sfmc&amp;utm_medium=email&amp;utm_campaign=20240520_ECEC_ECECUpdate_External+and+Internal+Sector&amp;utm_term=Unconscious+bias&amp;utm_id=191802&amp;sfmc_id=4247897</a></p> <p>ACECQA: Standard 5.2 - Each child is supported to build and maintain sensitive and responsive relationships - Case study 1  <a href="https://www.acecqa.gov.au/assessment/exceeding-nqs/qa5/standard-52-relationships-between-children-case-study-1">https://www.acecqa.gov.au/assessment/exceeding-nqs/qa5/standard-52-relationships-between-children-case-study-1</a></p> <p>Early Childhood Australia: Understanding young children's behaviour and empowering their future (2-part series) - free training  <a href="https://shop.earlychildhoodaustralia.org.au/product/lhseries002/">https://shop.earlychildhoodaustralia.org.au/product/lhseries002/</a></p>

## Quality Area 6: Collaborative partnerships with families and communities

<b>STANDARD 6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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Element	Concept	Descriptor	Met or Not Met
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	Met
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	Met
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>6.1</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 6.1</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

<b>STANDARD 6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>		
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Element	Concept	Descriptor	Met or Not Met
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Met
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	Met
6.2.3	Community engagement	The service builds relationships and engages with its local community.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>6.2</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 6.2</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

## Quality Area 6: Ratings Summary

<b>STANDARD 6.1</b>	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	Exceeding NQS
<b>STANDARD 6.2</b>	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Exceeding NQS
Was there evidence that the role of parents and families is not respected and supported due to a failure to: 1. provide adequate information to families about the child or the service, or 2. ensure that a parent has access to their child, or 3. have adequate enrolment procedures and records (health, needs, abilities) and this poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
<b>Quality Area 6 RATING</b>		<b>Exceeding NQS</b>

<b>Quality Improvement Plan notes (optional)</b>
For this standard, information was not recorded.

<b>Suggested Resources for Improvement</b>
For this standard, information was not recorded.

## Quality Area 7: Governance and Leadership

<b>STANDARD 7.1</b>	<b>Governance supports the operation of a quality service.</b>
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Element	Concept	Descriptor	Met or Not Met
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	Met
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	Met
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>7.1</b>	<b>Governance supports the operation of a quality service.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 7.1</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

<b>STANDARD 7.2</b>	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>
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Element	Concept	Descriptor	Met or Not Met
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	Met
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Met
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Met

Theme	Theme Description	Confirm
Theme 1	Practice is embedded in service operations.	Yes
Theme 2	Practice is informed by critical reflection.	Yes
Theme 3	Practice is shaped by meaningful engagement with families and/or community.	Yes

<b>7.2</b>	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>	<b>Exceeding NQS</b>
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<b>STANDARD 7.2</b>	Analysis Notes
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This Standard was not assessed as part of this Assessment and Rating visit. The rating for this Standard has been transferred from ASR-00027107, visit completed on 25/06/2019.

## Quality Area 7: Ratings Summary

<b>STANDARD 7.1</b>	Governance supports the operation of a quality service.	Exceeding NQS
<b>STANDARD 7.2</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community.	Exceeding NQS
<p>Was there evidence that: 1. there are serious concerns about the fitness and propriety of the approved provider and processes for ensuring that staff, primary nominee and co-ordinators are fit and proper, or 2. the approved provider has breached a condition on the service approval which poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 3. the Regulatory Authority is not satisfied that the service is being operated in compliance with the National Law and poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service, or 4. there is systematic and ongoing failure to: a. address grievances and complaints, or b. requirements regarding policies and procedures, or c. requirements regarding information and record keeping, or d. notify the Regulatory Authority of relevant changes to the operation of the service, serious incidents and any complaints which allege a breach of the Law and any of a to d (of the above) poses an unacceptable risk to the safety, health or wellbeing of any child or children being educated and cared for by the service.</p>		No
Provide Significant Improvement Required comments if 'YES' was selected above:		N/A
<b>Quality Area 7 RATING</b>		<b>Exceeding NQS</b>

<b>Quality Improvement Plan notes (optional)</b>
For this standard, information was not recorded.

<b>Suggested Resources for Improvement</b>
For this standard, information was not recorded.



