

FDCQA Self-study Report extract

The following pages have been extracted from the Family Day Care Quality Assurance (FDCQA) *Self-study Report* (2nd edition, 2004). At Step 2: Self-study and Continuing Improvement, schemes review their practices against Indicators of quality care outlined in the FDCQA *Quality Practices Guide* (2004) and complete and return a *Self-study Report* to NCAC.

For more information regarding the Quality Indicators, please refer to the FDCQA *Quality Practices Guide*.

Scheme Identification Details

NCAC Ref No:

RF

This identification information will be removed from this *Self-study Report* before it is forwarded to Moderation (Step 4 FDCQA), and Accreditation Decision (Step 5 FDCQA).

PLEASE DO NOT REMOVE ANY PAGES FROM THIS REPORT

Name of the Scheme:

Official name of Scheme:

Other names by which the Scheme is known:

Primary location of the Scheme Coordination Unit

Street:

Suburb/Town: State: Postcode:

Postal address of Scheme (if different from above) (please note: all correspondence will be sent to this address)

Street/PO Box:

Suburb/Town: State: Postcode:

Phone Number: () Fax Number: ()

Website address:

E-mail address of Scheme (primary contact):

Secondary location of the Scheme Coordination Unit (if applicable)

Street:

Suburb/Town: State: Postcode:

Number of years in operation:

Contacts at the Scheme Coordination Unit

Name of Scheme first contact person (addressee for all NCAC correspondence within the Scheme)

Title: First name: Last name:

Names of other nominated contact persons at the Scheme

Name: Position:

Name: Position:

Registered Owner/Sponsor of this Scheme (e.g. local council, company name)

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This document is an extract from the Family Day Care Quality Assurance (FDCQA) *Quality Practices Guide* (2nd edition, 2004) published by the National Childcare Accreditation Council (NCAC) Inc.

Coordination Unit Staff Identification Details

Please provide the names of all staff who played an active role in the self-study process. Indicate their position and qualifications - attach another sheet of paper if necessary.

Staff Names		Position	Qualifications
First Name	Last Name		
e.g, Sally	Jones	Coordinator	Associate Diploma

Validator/Moderator Details

If any NCAC Validators or Moderators are associated with or employed by the Scheme please list the names and association types of each person.

Association Types:

- C = casual employee,
- F = full time employee,
- P = part time employee,
- O = owner/Sponsor,
- V = volunteer/work/study,
- X = other (please explain).

Please attach an additional page if there are more than two Validator/Moderator associations with your Scheme.

Person's name: Period From: Type:

Person's name: Period From: Type:

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 Extract from the FDCQA Self-study Report (2004)

Declaration

As scheme **Coordinator** and **Licensee/Sponsor/Manager** of (name of scheme):

participating in Family Day Care Quality Assurance (FDCQA) administered by the National Childcare Accreditation Council (NCAC), we verify that this scheme has completed a self-study process that included participation by a cross section of parents, carers and coordination unit staff. On the basis of this self-study, the scheme has now completed the attached *Self-study Report* (Step 2 FDCQA).

We, the undersigned, certify that information contained in this *Self-study Report* is a true and accurate reflection of the views of the participants in the self-study, concerning the standard of care currently available in this scheme in relation to the 6 Quality Areas outlined in the FDCQA *Quality Practices Guide* (2nd edition 2004).

We also certify that the names of all carers and all coordination unit staff currently involved in this scheme are listed on pages 4 and 5 of this *Report*.

We understand that a NCAC Validator will be appointed to conduct a Validation Visit (Step 3 FDCQA) and that the scheme is required to have available for the Validator the appropriate evidence including the documents required to support scheme ratings.

We also understand that surveys to be completed by the coordination unit staff, carers and parents will be forwarded to the scheme following receipt of this *Self-study Report* and that these surveys are to be completed as required by NCAC prior to the Validation Visit. We understand that all *Validation Surveys* returned to the scheme must be provided to the Validator during the Visit.

The *Self-study Report* must be signed by both parties listed below:

Coordinator

(signature)

(print name)

	/		/	
--	---	--	---	--

(date)

Licensee/Sponsor/Manager

(signature)

(print name)

	/		/	
--	---	--	---	--

(date)

NCAC will endeavour to ensure that an appropriate Validator is appointed for your centre. To assist in this process, you are invited to specify if you would prefer a Validator with specialist knowledge in any of the following areas. You may tick more than one of the following; you have no obligation to tick any.

- | | | | |
|------------------------------|--------------------------|-------------------------------------|--------------------------|
| in home care places | <input type="checkbox"/> | children with additional needs | <input type="checkbox"/> |
| indigenous children | <input type="checkbox"/> | community based schemes | <input type="checkbox"/> |
| city schemes | <input type="checkbox"/> | private schemes | <input type="checkbox"/> |
| rural schemes | <input type="checkbox"/> | employer sponsored schemes | <input type="checkbox"/> |
| culturally diverse community | <input type="checkbox"/> | integrated schemes (multi-function) | <input type="checkbox"/> |

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Scheme Details

Hours the Coordination Unit operates:

Opening Time: Closing Time:

Scheme EFT: (equivalent full time places)

Number of carers:

Age range of children receiving care provided by the scheme:

NCAC will forward coordination unit staff, carer, family and child Surveys to the scheme following receipt of the *Self-study Report*. These Surveys need to be completed prior to the Validation Visit. Surveys are available in a number of community languages. Please tick the languages required from the list below.

- | | | |
|----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Indonesian | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Italian | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Khmer | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Polish | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Serbian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Singhalese | <input type="checkbox"/> Vietnamese |

Please specify other languages required to inform future availability. Your suggestions will be noted for the next round of translations to be produced by NCAC:

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Interactions

	Unsatisfactory	Satisfactory	Good Quality	High Quality
Principle 1.1: Carers and coordination unit staff interact with all children in a warm, friendly and respectful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principle 1.2: Communication between coordination unit staff and families is effective and support the child's placement in care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principle 1.3: Communication between carers and families is effective and supports the family and child to settle in care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principle 1.4: Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principle 1.5: Relationships within the scheme value diversity, teamwork, mutual respect, understanding and professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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