

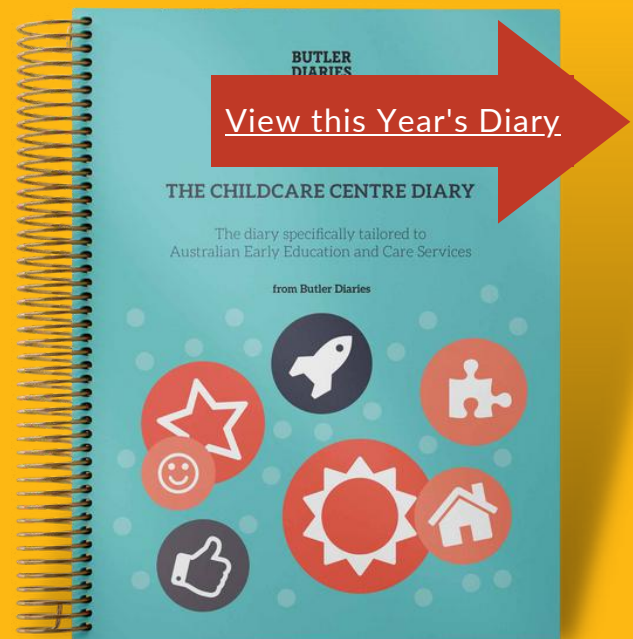


Look inside the

CHILDCARE CENTRE DIARY

This information ebook is designed to support you in identifying, reflecting on, and documenting how your service operations and practices are linked to:

- Frameworks,
- NQS,
- Theorists,
- Developmental Milestones, and
- Exceeding Themes.



THE CHILDCARE CENTRE DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches staff to be vigilant and takes the headache out of creating uniform compliance documentation.

**BUTLER
DIARIES**



Centre-based ✓
service



School aged ✓
children



Birth to ✓
five

THIS DIARY IS FOR

- Directors
- Nominated Supervisors
- Room Leaders
- Persons in Management or Control

WORKING IN

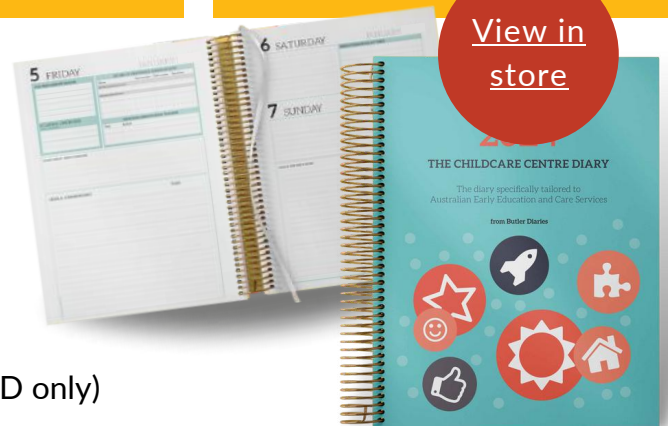
- Long Day Care
- OSHC / Occasional Care
- Preschool
- Kindergarten (incl. QLD Kindergarten Program)

IN

- Australia (all States)

DESIGNED TO BE USED WITH:

- Educational Leader Diary (all States)
- Nominated Supervisor Diary (all States)
- QLD Weekly Programming and Reflection Diary (QLD only)
- Weekly Programming and Reflection Diary (all States), OSHC Version (all States)
- Central Outdoor Weekly Programming and Reflection Diary (all States)



- ✓ LESS PAPERWORK
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE

- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

1 MONDAY

JANUARY



CHILDREN ABSENT/ REASON

OCCASIONAL CARE BOOKED (when available)

RECORD OF RESPONSIBLE PERSON ON DUTY

Name	Start: am/pm	End: am/pm	Signature
Nominated Supervisor			
Responsible Person			

MEETINGS/ORIENTATIONS/TRAINING

Time	Booked

STAFF AWAY/ SHIFT CHANGES

GENERAL CORRESPONDENCE

TO DO

*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

6 SATURDAY

JANUARY



REFLECTIONS FROM LAST WEEK

7 SUNDAY

GOALS FOR NEXT WEEK:

THE CHILDCARE CENTRE DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EACH MONTH

1 MONDAY JANUARY New Year's Day

CHILDREN ABSENT/ REASON	RECORD OF RESPONSIBLE PERSON ON DUTY		
	Name	Start: am/pm	End: am/pm
OCCASIONAL CARE BOOKED <small>(Where available)</small>	Nominated Supervisor		
	Responsible Person		
STAFF AWAY/ SHIFT CHANGES	MEETINGS/ORIENTATIONS/TRAINING		
	Time	Issues	
GENERAL CORRESPONDENCE		TO DO	

DAILY RECORDS

6 SATURDAY JANUARY

7 SUNDAY

REFLECTIONS FROM LAST WEEK

GOALS FOR NEXT WEEK

WEEKLY GOAL SETTING AND REFLECTIONS

January at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MONTH AT A GLANCE

MEETING NOTES

Date:

MONTHLY MEETING NOTES

NOTES FOR JANUARY

MONTHLY GENERAL NOTES

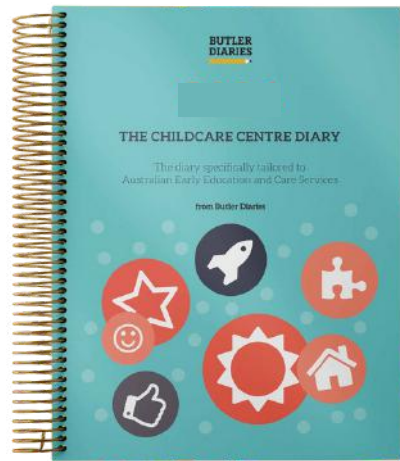
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THE CHILDCARE CENTRE DIARY



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LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

IMPORTANT INFORMATION

THIS DIARY BELONGS TO: _____

Name	Phone	Mobility
Address		
Street		
Suburb		
Post Code		
City		
State		
Country		
Emergency Contact	Phone	Mobility
Day		

COMPANY / SERVICE

Company Name	Phone	Fax
Address		
Street		
Suburb		
Post Code		
City		
State		
Country		
Employee Name	Phone	Mobility
Day		
Business Number		

EMPLOYER DETAILS

Company Name	Phone
Address	
Street	
Suburb	
Post Code	
City	
State	
Country	

PERSONAL RECORD

Age	Gender	Day	Mobility
Address			
Emergency Contact	Phone	Mobility	
Day			

LEGEND (Color coding for the diary pages)

AUSTRALIA EMERGENCY CALL 000 FIRE-POLICE-AMBULANCE
 NEW ZEALAND EMERGENCY CALL 111 FIRE-POLICE-AMBULANCE
 Check your local diary online at www.butlerdiaries.com

IMPORTANT INFORMATION SUMMARY

Contacts

Name	Phone	Mobility
All Areas		
Street		
Suburb		
Post Code		
City		
State		
Country		
Emergency Contact	Phone	Mobility
Day		

CONTACT PAGE

Supplier Details

Supplier Name	Phone	Mobility
Address		
Street		
Suburb		
Post Code		
City		
State		
Country		
Emergency Contact	Phone	Mobility
Day		

SUPPLIER DETAILS

Revised National Quality Standard from 1 Feb 2020

Standard	Quality Standard	Guidance
1.1	Children and young people have the opportunity to contribute to decisions that affect their lives.	Children and young people are encouraged to express their views and opinions in a safe and respectful environment. Their views and opinions are valued and taken into account in decisions that affect their lives.
1.2	Children and young people have the opportunity to express their views and opinions in a safe and respectful environment.	Children and young people are encouraged to express their views and opinions in a safe and respectful environment. Their views and opinions are valued and taken into account in decisions that affect their lives.
1.3	Children and young people have the opportunity to have a say in decisions that affect their lives.	Children and young people are encouraged to express their views and opinions in a safe and respectful environment. Their views and opinions are valued and taken into account in decisions that affect their lives.
1.4	Children and young people have the opportunity to have a say in decisions that affect their lives.	Children and young people are encouraged to express their views and opinions in a safe and respectful environment. Their views and opinions are valued and taken into account in decisions that affect their lives.
1.5	Children and young people have the opportunity to have a say in decisions that affect their lives.	Children and young people are encouraged to express their views and opinions in a safe and respectful environment. Their views and opinions are valued and taken into account in decisions that affect their lives.

SUMMARY OF NQS

Elements of the Early Years Learning Framework V2

The Early Years Learning Framework (EYLF) describes the knowledge, practices and dispositions that support children's learning, development and wellbeing. It is the foundation for quality early childhood education and care services.

Belonging: Children have a strong sense of belonging to their community and to the EYLF service. They experience a sense of safety and security, and they have access to the resources and opportunities to learn and grow.

Wellbeing: Children are physically, emotionally, socially, and culturally healthy. They have a strong sense of self and are able to regulate their emotions and behaviors. They are resilient and able to cope with stress and adversity.

Learning through Play: Children learn through play, which is the most effective way for them to learn. They explore, experiment, and discover the world around them. They learn to solve problems, communicate, and work with others.

Outcomes for Children and Young People: Children develop the skills, knowledge, and dispositions that support their learning and development. They are confident, competent, and engaged learners. They are able to communicate, solve problems, and work with others. They are prepared for the next stage of their education and life.

SUMMARY OF EYLF V2.0

The relationship between EYLF learning outcomes and Queensland Kindergarten Learning and Development areas (Revised for 2019)

EYLF Learning Outcome	Queensland Kindergarten Learning and Development Area
1. Children have a strong sense of belonging to their community and to the EYLF service.	1.1. Belonging
2. Children are physically, emotionally, socially, and culturally healthy.	2. Wellbeing
3. Children learn through play, which is the most effective way for them to learn.	3. Learning through Play
4. Children develop the skills, knowledge, and dispositions that support their learning and development.	4. Outcomes for Children and Young People

LINKING EYLF AND QKLG

Continuum of Learning and Development for Queensland Kindergarten

This continuum shows the progression of children's learning and development from birth to five years of age. It is organized into three levels: Early Learning, Kindergarten, and School Years. Each level includes specific learning and development areas and outcomes.

Early Learning: Focuses on children's early experiences and learning. It includes areas such as Belonging, Wellbeing, and Learning through Play. Outcomes include children having a strong sense of belonging, being physically, emotionally, socially, and culturally healthy, and learning through play.

Kindergarten: Focuses on children's learning and development in a formal educational setting. It includes areas such as Belonging, Wellbeing, and Learning through Play. Outcomes include children having a strong sense of belonging, being physically, emotionally, socially, and culturally healthy, and learning through play.

School Years: Focuses on children's learning and development in a formal educational setting. It includes areas such as Belonging, Wellbeing, and Learning through Play. Outcomes include children having a strong sense of belonging, being physically, emotionally, socially, and culturally healthy, and learning through play.

QKLG CONTINUA OF LEARNING

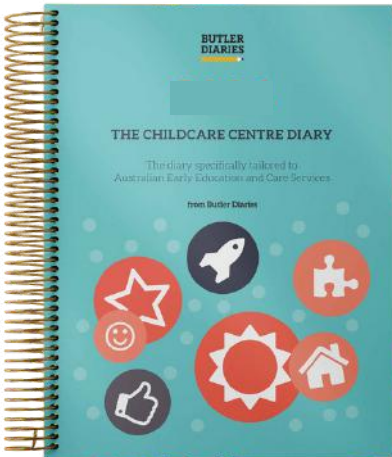
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THE CHILDCARE CENTRE DIARY



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LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

STAFFING AND REPORTING REQUIREMENTS

Centres based into requirements (Annual)

Requirement	Requirement	Notes
Ratio of 24 months	2:1	Maximum of 12 children
Ratio of 3-4 years	3:1	Maximum of 12 children
Ratio of 5-6 years	4:1	Maximum of 12 children
Ratio of 7-12 years	5:1	Maximum of 12 children

Staff and operations must meet the centre based service (Annual)

Minimum of 2 staff members must be present at all times when children are present. The government has a requirement to have a minimum of 2 staff members present at all times when children are present. The government has a requirement to have a minimum of 2 staff members present at all times when children are present.

3 Years at a Glance

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2023	1	2	3	4	5	6	7	8	9	10	11	12
2024	1	2	3	4	5	6	7	8	9	10	11	12
2025	1	2	3	4	5	6	7	8	9	10	11	12

SPACE PLANNER

Month	1	2	3	4	5	6	7	8	9	10	11	12
2023												
2024												
2025												

RATIO AND REPORTING REQUIREMENTS

3 YEARS AT A GLANCE

SPACE PLANNER

Acronyms

ADR	Approved Child Care Centre
ACC	Approved Child Care Operator
ACCA	Approved Child Care Assistant
ACCAO	Approved Child Care Assistant Operator
ACCAO	Approved Child Care Assistant Operator
ACCAO	Approved Child Care Assistant Operator

School Terms and Public Holidays

Year	Term 1	Term 2	Term 3	Term 4
2023	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec
2024	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec
2025	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec

TERM PLANNING OVERVIEW

Year	Term 1	Term 2	Term 3	Term 4
2023	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec
2024	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec
2025	Jan - Mar	Apr - Jun	Jul - Sep	Oct - Dec

2024 Year Planner

Month	1	2	3	4	5	6	7	8	9	10	11	12
2024												
2025												

SPECIAL DATES CALENDAR

SCHOOL TERMS AND PUBLIC HOLIDAYS

TERM PLANNING OVERVIEW

YEAR PLANNER

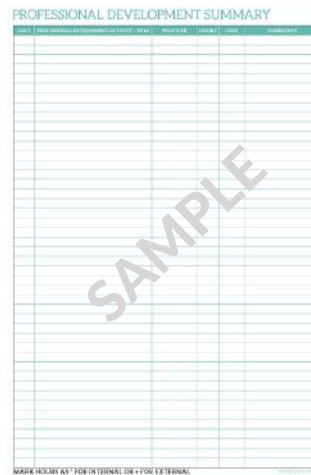
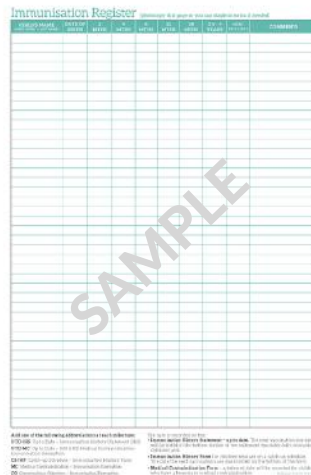
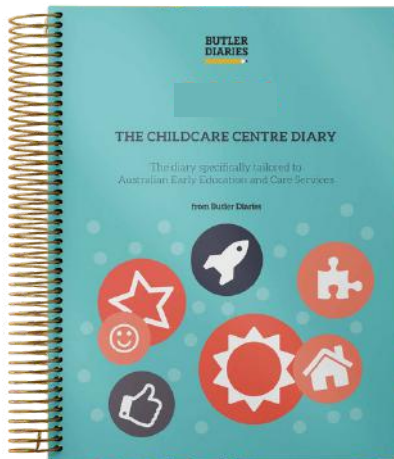
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THE CHILDCARE CENTRE DIARY



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LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

IMMUNISATION REGISTER

PROFESSIONAL DEVELOPMENT SUMMARY

QUALITY IMPROVEMENT OVERVIEW



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THE CHILDCARE CENTRE DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

- Supports you in making decisions around **Approved Learning Frameworks** with overview pages.

THEORETICAL LINKS

- Vygotsky, Montessori and Piaget emphasised the **importance of the environment**. Maintaining physical environments is supported by a QIP record to ensure they are kept safe, clean, and fit for their purpose.
- Dewey emphasised the importance of children's cultural worlds. **Cultural celebration** is supported by a cultural and special day calendar for planning.
- Bronfenbrenner emphasised the importance of **interactions between environmental factors** on children's development. Interactions between parents and educators are encouraged with family/community records.

DEVELOPMENTAL MILESTONES

- Supports you in providing environments that encourage physical, social, emotional, cognitive, and language development with a **QIP review on your environments**.



COVERS:

- EYLF
- MTOP
- QKLG
- Theorists
- Developmental Milestones



THE CHILDCARE CENTRE DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

Compliance under NQS

- Supports general compliance with NQS by encouraging **reflection and goal setting** supported by compliance overview pages.
- Supports general compliance with NQS through a **summary of NQS, information on record keeping responsibilities, and a Quality Improvement Overview.**

QA1 Educational program and practice

- Supports implementation of **approved learning frameworks** with overview pages, references, and a diversity dates calendar (**QA1.1.1**)

COVERS:

- 1.1.1 Approved Learning Framework

QA2 Children's health and safety

- Supports each child's health with **immunisation register summary (QA2.1)**
- Supports **adequate supervision** with a record of absent children and an overview of ratio requirements (**QA2.2.1**)
- Supports each **child's protection** with key information on reporting (**QA2.2.3**)

COVERS:

- 2.1 Health
- 2.2.1 Wellbeing and comfort
- 2.2.3 Child protection

QA3 Physical environment

- Supports maintaining **physical environments** to ensure they fit for purpose and are kept safe and clean with a **QIP Clean, Check, Repair, Replace, and Buy record (QA3.1.1, QA3.1.2)**
- Supports engagement with **sustainable practices** with sustainability dates calendar (**QA3.2.3**)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.3 Environmentally responsible



THE CHILDCARE CENTRE DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK



QA4 Staffing arrangements

- Supports organisation of educators with **records of the responsible person** on duty (QA4.1.1)
- Supports efforts to ensure **continuity of staff** with staff absence record and staff leave planner (QA4.1.2)
- Supports collaboration and **staff learning** from one another with a record of meetings, training, general correspondence, and professional development summary (QA4.2.1)
- Supports guidance by **professional standards** (QA4.2.2)

COVERS:

- 4.2.1 Staffing arrangements
- 4.1.2 Continuity of staff
- 4.2.1 Professional collaboration
- 4.2.2 Professional standards

QA6 Partnerships with families and community

- Supports the **respect of families** and encourages their input into general decision-making with a general correspondence and community record (QA6.1.2)
- Supports the service in **building relationships** and engaging with the community with a diversity dates calendar and community record (QA6.2.3)

COVERS:

- 6.1.2 Parent views are respected
- 6.2.3 Community engagement

QA7 Leadership and service management

- Supports you in ensuring **roles and responsibilities** are clearly defined with a daily responsible person and nominated supervisor record (QA7.1.3)
- Promotes **continuous improvement** with Quality Improvement Plan notes (QA7.2.1)
- Supports you in the development of a **professional team** with a Professional Development summary (QA7.2.3)

COVERS:

- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals

Use this diary in conjunction with our suggested diaries to evidence against more National Quality Standards and Elements.



THE CHILDCARE CENTRE DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

THEME 1

Embedded in Service Operations

Our Childcare Centre Diaries are designed to work with our programming and reflection diaries to ensure **consistency** of practice across all staff and provide evidence for **intentional practices** that are being implemented by all staff.

THEME 2

Informed by Critical Reflection

To ensure your practices are informed by critical reflection, our diary includes **weekly goal setting** and **reflections** in addition to **QIP assessments** to promote ongoing analysis, that goes beyond evaluation and review.

THEME 3

Shaped by Meaningful Engagement with Families and/or the Community

Our diary supports meaningful engagement with families and the community by encouraging input, guidance and feedback through correspondence records and community records. Our diversity dates calendar prompts inclusiveness and a **sense of belonging** for your service families.

ORDER YOUR DIARY
WWW.BUTLERDIARIES.COM



1

2

3

4

5

6

7

THE CHILDCARE CENTRE DIARY



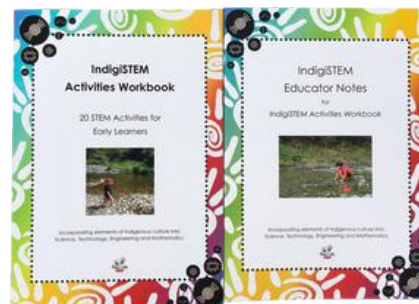
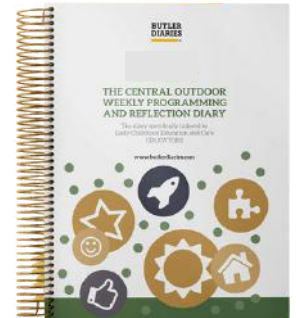
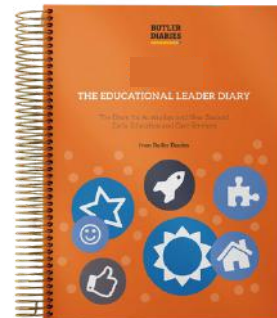
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Information sourced from:

ACECQA - [About Exceeding](#)

ACECQA - [National Quality Standard](#)

Australian Government - [Developmental milestones and the EYLF and NQS](#)

Australian Government - [The Early Years Learning Framework for Australia](#)

Australian Government - [My Time, Our Place](#)

Queensland Curriculum & Assessment Authority - [Queensland Kindergarten Learning Guideline](#)

Disclaimer:

Butler Diaries provide evidence for some, but not all parts of frameworks and NQS. Butler Diaries cannot promise our products will get you a better assessment. This information is general information only and must be considered inside the context of your own practices and service operations.