

Quality Improvement Plan – Key improvements sought



You can link many components of the seven best practice guidelines for increasing children’s vegetable intake in long day care to your centre’s Quality Improvement Plan (QIP).

Here are some *examples* of goals, outcomes and success measures aligned to selected Quality Areas. These goals and steps are a suggestion on how you can incorporate the best practice guidelines into your QIP. Not all goals might be relevant or of priority. Choose achievable, higher-priority goals and steps, set to timeframes that suit your centre.

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2 Educators facilitate and extend each child’s learning and development	Families, caregivers or staff identify that children are not eating enough vegetables	Greater acceptance and intake of vegetables by the children	M-H	All staff to: <ul style="list-style-type: none"> Watch <i>Best Practice Guidelines for Increasing Children’s Vegetable Intake in Long Day Care</i> video during staff meeting at the start of the month. Read the <i>Best Practice Guidelines for Increasing Children’s Vegetable Intake: Long Day Care</i> user guide during staff meeting in the middle of the month. 	All staff report increased knowledge on the best practice guidelines. Staff are familiar with the centre’s goals that support it and are clear on the role they have to play.	Mid-Nov 2020	
and							
4.2.1 Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.				Management, educators and staff to reflect on the guidelines and set clear goals during staff meeting at the end of the month.	Plan (x number) more activities to expose children to vegetables in the weekly activity plans for each classroom/group.	End Nov 2020	
				Educators to brainstorm mini-lessons for extending children’s learning.	Reflection for families (x times a month), with pictures and stories that show the vegetable activities the children have been doing in the classroom	Mid-Dec 2020	
				Implement lessons/initiatives			
				Cooks and educators to meet once a week to ensure alignment of what is learned in the lessons to the vegetables that are served at mealtimes.		Jan - Apr 2021	

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2.1.3 Healthy eating and physical activity is promoted and is appropriate for each child	A number of families have provided feedback on the centre feedback board that they would like to see their children eating more vegetables, as they know that vegetables are good for their children's health.	Greater acceptance and intake of vegetables by the children	M-H	<p>All staff to:</p> <ul style="list-style-type: none"> • Watch <i>Best Practice Guidelines for Increasing Children's Vegetable Intake in Long Day Care</i> video during staff meeting at the start of the month. • Read the <i>Best Practice Guidelines for Increasing Vegetable Intake in Children: Long Day Care</i> user guide <p>Management and cooks to complete online Healthy Eating Advisory Service training for Long Day Care during their work hours (on an allocated Professional Development day)</p> <p>Management and cooks to reflect on <i>best practice guidelines for increasing children's vegetable intake in long day care</i> and set clear goals, for example:</p> <ul style="list-style-type: none"> • A vegetable-forward dish is served at least once a week for lunch. • Vegetables are served with at least one snack each day • Vegetables are served first <p>Management and cooks to ensure Summer 2021 menu meets Menu Planning Guidelines (Victoria) by assessing it on FoodChecker</p>	<p>Children have greater exposure to vegetables during meals and snacks, with vegetables at every main meal and at least one snack.</p> <p>Observed reduction in vegetable plate waste.</p>	<p>Mid-Nov 2020</p> <p>Mid-Nov 2020</p> <p>Mid-late Nov 2020</p> <p>End Nov 2020</p> <p>Dec 2020</p>	

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3.2.2 Resources support play-based learning	The link between exposure to vegetables through play-based learning and vegetable intake is made by staff through their training on the <i>best practice guidelines for increasing children's vegetable intake in long day care</i>	Greater acceptance and intake of vegetables by the children	M	Obtain (x number of) vegetable resources such as books, posters or activities. Set up a vegetable garden.	Reflection for families (x times a week), with pictures and stories that show the play-based vegetable activities the children have been doing. For example, gardening activity once a week.	Jan-Apr 2021	
6.1.3 Families are supported; and 6.2.3 Community engagement	The need for consistent messages from care to home is recognised by staff through their training on the <i>best practice guidelines for increasing children's vegetable intake in long day care</i>	Greater acceptance and intake of vegetables by the children	M	Source (x number) vegetable-focused recipes and (x number) vegetable-focused activities that children can take home. Ask families to also contribute. Educators to share vegetable-focused recipes for families to try at home (e.g. every 2 weeks). Educators to share a vegetable activity (e.g. every 2 weeks) that the children can take home and do with their family.	Increased opportunities for continuity between vegetable-focused messages in care and at home. Most families engage in sharing vegetable recipes and take recipes home to cook with their children.	Jan 2021 Feb-Apr 2021	