

CUMBERLAND COUNCIL

The State of Education and Care in Cumberland

July 2019



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Cumberland**

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Summary of key findings

Cumberland Local Government Area's (LGA) population is forecast to increase by up to 100,000 new residents by 2036. This increasing population, and the social and cultural diversity of the LGA, will impact on demand for a range of education and care services to support the population.

This study provides an initial analysis of education and care services supply and demand in 2019 and forecast to 2036 based on available data. It considers Council's role as a high quality education and care provider, and as an advocate for better quality service delivery outcomes across the local education and care sector; and its role as a consent authority in encouraging best practice built form outcomes for new education and care facilities.

What are education and care services?

(see Appendix 1 for definitions)

- Education and care services for children aged 0-5 years include Long Day Care, Preschool and Family Day Care (FDC). These services are all regulated under National Regulations.
- Occasional Care Centres (OCC) for children aged 0-5 years. These are regulated under NSW Regulations.
- Education and care services for primary school children aged 5 to 12 years which are Out of School Hours Care (OSHC) which provide before and after school care and school holiday (vacation) care. These services are all regulated under National Regulations.

Child and family profile

- The population of children aged 0 to 5 years is forecast to increase to 28,337 by 2036 or an additional 7,031 children. This growth will be highest in Merrylands-Holroyd (+1,784 children); Auburn North (+1,088 children) and Auburn South (+879); and Lidcombe (North) (+795).
- The population of children aged 5 to 12 years is forecast to increase to 30,463 by 2036, or an additional 7,015 children. This growth will be highest in Merrylands-Holroyd (+2,037 children); Auburn North (+1,188 children) and Auburn South (+1,116 children); and Lidcombe (North) (+930 children).
- Based on 2016 ABS Census, Cumberland is a culturally diverse LGA with 66% of residents speaking a language other than English at home (higher than Greater Sydney at 36). The area also has higher proportions of low-income households (less than \$650 weekly) (19% compared to 15% in Greater Sydney) and lower proportions of mothers in the workforce (50% compared to 66% in Greater Sydney). This varies across the LGA impacting on demand for care depending on the suburb. For example, Auburn North has very high proportions of non-English speaking residents (85%), 20% low income households, and 59% of mothers are not in the workforce. Whereas Pemulwuy has 49% non-English speaking residents, 6% low income families, and only 37% of mothers are not in the workforce.

Supply and demand children aged 0 to 5 years

Current supply of places for children aged 0 to 5 years

- As at January 2019, there were 4,948 LDC, preschool, and occasional care places in 112 centres across the LGA providing education and care for children aged under 5 years. Merrylands (1,021 places), Auburn (710 places) and Guildford Yennora (598 places) have the highest number of places. There were also 24 FDC services providing care in educator's homes (capped at 1154 places).
- Council owns and operates 17 services (7 LDC, 7 OSHC, 1 Occasional Care, and 1 FDC scheme). These services are predominantly located in the western regions of the LGA in Pemulway, Merrylands, Greystanes and Guildford. Council's own supply is clustered in the western areas of the LGA, meaning that not all residents (particularly in the east) have equal access to the high quality Council services. (This is due to the differing provision in the three Council's prior to amalgamation.)
- Additionally, Council leases 2 facilities to other providers to operate.

Quality of services for children 0 to 5 years

- All services are rated against the National Quality Standard for Education and Care Services (NQS). Services across the Cumberland LGA are on average of low quality with only 20% of LDC services in the LGA rated as Exceeding the NQS, lower than the national proportion of 32%. 33% are rated as Working Toward the NQS which is much higher than the national proportion of 25%. Access to quality care is particularly important for socially and economically disadvantaged communities, contributing to improved social and educational outcomes for children. Services run by Council are all rated as either Exceeding or meeting the National Quality Standard.

Fees

- Services in the area reported fees for long day care services ranging from \$70 a day in Guilford to \$115 a day in Lidcombe. Most fees were around the \$100 a day mark. Preschool fees were reported between \$10 and \$50 a day. Family Day Care fees were reported between \$8.50 and \$10 per hour, or \$100 per day.

Benchmarking demand for places for children aged 0 to 5 years

(see section 4.2 for an explanation of how benchmark was calculated)

- Benchmarks indicate that there is a current (January 2019) gap of 1,014 places for children aged 0 to 5 years for centre-based care. This gap is highest in Guildford-Yennora, Woodpark, Smithfield combined (281); Auburn North/South (469); and Berala (202).
- By 2036 benchmarks indicate there will be a gap of 2,864 places (1,850 additional to 2019). Based on the benchmarks, demand in 2036 is likely to be greatest in Auburn North (753 places), Guildford-Yennora, Woodpark, Smithfield combined (606); Merrylands (464), and Berala (297).

- It is important to note that benchmarks are only one indicator of demand and future demand should also take into consideration current reportedly high vacancy rates in many services across the LGA. Of 79 services interviewed, 23 services (or 35%) reported having vacancies, some with lower occupancy levels reported increased competition amongst providers as causative.

Impact of FDC on supply and demand

- Cumberland Council LGA is home to a full 10% of NSW's Family Day Care Services. The 24 Family Day Care services are licensed for 1154 children but there are no publicly available numbers on how many children receive their education and care both in preschool years and out of school hours care from Family Day Care Services. Once this is factored in, it is likely that the undersupply for children aged 0 to 5 years is less than it appears. The quality of FDC in the LGA, however, is exceptionally low with the exception of the Council run service.

Supply and demand children aged 5 to 12 years

Current supply of places for children aged 5 to 12 years

- There are currently 2,372 OSHC places in 31 centres across the LGA for children aged 5 to 12 years. Greystanes (544 places), Girraween (303 places) and Westmead (293 places) have the highest number of places.
- Council is the operator of 3 OSHC services within Council owned facilities. Council operates a further 4 OSHC services in Department of Education facilities within schools in Greystanes, Pendle Hill, Parramatta West, and Greystanes (near South Wentworthville).

Quality of services for children 5-12 years

- Services are rated against the National Quality Standard for Education and Care Services (NQS). Services are of higher quality for 5 to 12 year olds. 54% of OSHC services in the LGA are rated as Exceeding the NQS, which is higher than the national proportion of 16%. 12% are rated as Working Toward the NQS which is much lower than the national proportion of 28%.

Fees

- OSHC services were mostly \$14 a day for before school care, \$29 a day for after school care and around \$50 a day for vacation care.

Benchmarking demand for OSHC places

- Based on benchmarks, there is no LGA-wide current or forecast gap in the supply of OSHC places for children aged 5 to 12 years.
- While there is no current or forecast gap in supply at an LGA wide level, supply is inequitably distributed across the LGA, and by 2036 there will be demand for additional OSHC places in some high growth areas including Auburn North/South (195 places), Merrylands (272 places) and Guildford-Yennora (72 places).

Council's role and the changing policy landscape

- Council has a role to plan for, regulate and deliver quality education and care services for children aged 0 to 12 years. However, the new State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017, limits the role of Council as a consent authority on influencing where new education and care services can be built in the LGA. For centre-based services the matters for consideration in the Child Care SEPP and the Child Care Planning Guideline take precedence over controls in Council's DCP, with the exception of controls relating to building height, side and rear setbacks and car parking rates. This will impact on how Council can direct the location and design of new services in the future.
- Ensuring supply meets demand (and that there is no oversupply) for education and care services in Cumberland is important but so too is ensuring that the provision of education and care in the LGA is high quality and meets the cultural and social needs of residents. Council can play a key role in supporting existing centres in the LGA to improve their quality through relationship building and mentoring partnerships established through Cumberland Educators United (a Council run and facilitated network); by encouraging new high quality education and care facilities through the DA process; and through its own high quality services equitably distributed throughout the LGA.

Priority needs and opportunities

Based on the current and forecast analysis of early education and care supply and demand for children aged 0 to 12 years in the Cumberland LGA, the following key needs have been identified:

- **Improving quality:** Addressing the low quality ratings of early education and care services for children aged 0 to 5 years across the LGA. This is particularly important to support improved educational outcomes for local children, many who may face language barriers (new arrivals) and come from lower income households. There is a high need to improve the quality of services across the LGA but particularly in Auburn, Lidcombe, Berala and Girraween. Council can:
 - Provide training and support to local services to increase quality outcomes.
 - Encourage the provision of high quality new education and care centres/facilities through the DA process.
 - Own and operate new early education and care centres in the areas east, and in the areas where quality outcomes are low; where demand will outstrip supply; and where affordable quality care is important:
 - The highest priority suburbs for new high quality Council owned services for children aged 0 to 5 years (these could be owned and operated by Council, or owned and leased to a community provider) are Auburn, Berala, Lidcombe, Regents Park. These areas currently have demand for future places, low or no provision of Council services, and low quality service provision.
 - The highest priority suburbs for new high quality Council owned services for children 5 to 12 years are Auburn, Berala and Lidcombe.

- Advocate to the Department of Education and the NSW Government to take a greater role in supporting better quality outcomes.
- Respond to the low utilisation rate across the LGA (which could be related to low quality or an oversupply of services in some areas). This could be done through measures relating to improving quality but also via the provision of assistance in marketing and promoting the role of early education.
- **Managing future supply:** Council can work toward managing future supply to encourage new places in areas of need and discouraging new places in areas of oversupply. Council can
 - Provide toolkits and information to developers on early education and care supply, demand and occupancy numbers to discourage developers building new services in any areas with the possible exceptions of services in Auburn, Guildford, Berala and Merrylands (0 to 5 years); and Auburn, Merrylands and Granville South (5 to 12 years).
 - Provide toolkits to developers on best practice approaches to early education and care facility design.
 - Work with the Department of Education to ensure that all future schools include OSHC facilities.

1. Background

The Cumberland Local Government Area (LGA) resident population of 226,052 (as at 2016) is forecast to increase by up to 100,000 new people by 2036. This will include an increased number of families and children needing access to Long Day Care (LDC), Preschool (PS), Family Day Care (FDC), Occasional Care (OC), and Out of School Hours Care (OSHC) services.

To plan effectively for this growth, and to support the needs of its culturally and socially diverse community, Cumberland Council (Council) requires an understanding of the current and future supply and demand for education and care services. Council also requires an understanding of the impact of State and Federal Government policies and funding opportunities which will impact on supply and demand and on how Council can act to address the LGA's needs appropriately.

1.1. Purpose

This report presents the results of an investigation into the supply and demand for education and care services across the Cumberland LGA and its suburbs in 2019 and to 2036. This includes an audit and mapping of all centres approved by Council and approved under the Education and Care Services Law by the NSW Government and in operation. This review also considers the outcomes of a survey with local service providers around service utilisation.

This review also considers how the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (the SEPP) and statutory requirements, as well as changes to the Australian Government's Child Care Subsidy, affect Council's ability to plan for and manage local services and meet community expectation and need.

It further considers the role Council can play in improving the quality of education and care services available to families in the LGA.

1.2. Approach

The methodology used for this study included:

- Analysis of the current and forecast population of the LGA and its suburbs including children aged 0-5 years; children aged 5 to 12 years; household types; income and employment; cultural diversity; and working parent households.
- Review of findings of the *Have Your Say Cumberland Children and Families Strategy Survey*.
- Audit and mapping of all approved and operational education and care services in the LGA and by suburb and service type. This includes the number of places, service quality rating, fees, and utilisation.

- Demand benchmarking based on sector standards. These benchmarks have been reviewed and tailored for Cumberland LGA's specific situation.
- Review of legislative changes of the SEPP and Child Care Subsidy and their impacts on provision and demand.

1.3. The role of local government in education and care services

Under Chapter 3, Section 8A of the NSW Local Government Act 1993, NSW councils have a legal obligation to:

- "plan strategically, using the integrated planning and reporting framework, for the provision of effective and efficient services and regulation to meet the diverse needs of the local community"; and
- "should work with others to secure appropriate services for local community needs".

The Policy Framework for Children and Family Services for Local Government in New South Wales (Local Government and Shires Associations of NSW, 2001) expressed the reasons why Local Government is well placed to recognise, understand and respond to the needs of families, through:

- Intimate knowledge of the local community
- Provision of infrastructure and facilitation of developments which ensure the overall wellbeing of families
- Provision of services and programs that are flexible and locally appropriate to the needs of families
- Community participation in local decision making
- Advocacy on behalf of the community, and
- Political, legal and financial accountability to the community.

A 2013 study¹ into local government's role in education and care services, found that despite financial pressures on councils, local government remains a large provider of early childhood education and care services (childcare for children under 5 years) in NSW:

- 70% of respondent councils directly provide early childhood education and care services equating to around 7% of all education and care services in NSW
- For 72% of councils, the main reason for directly providing early childhood education and care services is a commitment to families and children within the LGA
- 49% of respondent councils reported that their directly operated education and care services directly operated services break even or make a surplus that can be reinvested into further education and care provision.

1 Childcare, Road, Rates, and Rubbish, NSW Local Government and early education and care, Community Child Care Co-operative NSW, Cred Community Planning, and Australian Community Children's Services NSW, 2013.

- 16% were planning to expand provision and 11% of councils were planning to reduce provision
- 58% of respondent councils lease premises to other early and school aged education and care providers, and
- 80% of respondent councils who lease to not-for-profit community-based providers offer subsidised below market rental.

As at February 2019, 54% of all NSW Councils directly provide education and care services and collectively Councils provide more education and care services than any other provider.

Councils are, of course, also the consent agency for the majority of new education and care services. The new Education and Child Care SEPP requires the majority of centre-based education and care facilities to be assessed through the local development application (DA) process. This process allows Cumberland Council some power (albeit limited) in determining the education and care services that will operate in the LGA.

1.4. The benefits of local government involvement in early education and care service provision

Councils are increasingly recognising that the provision of services for their youngest residents is as important to residents as is waste removal and facilities maintenance for example, and at least as necessary to the community as a legislated statutory requirement.

Cumberland Council, like many other local councils, provides or makes provision for a varied number of services over and above the old adage of roads, rates and rubbish such as family support services, social housing, meals on wheels, seniors centre and programs for residents with disabilities.

Making provision for the delivery of services for children and families delivers multiple benefits for children, families, and Cumberland Council:

- Building stronger community connections within neighbourhoods by connecting families and children with each other and to local services (such as schools and community services);
- Improving social and educational outcomes for children and families through access to education and care services as well as access to literacy, environmental and other educational programs for children and families particularly those from low-income families, those with additional needs, and those with English as a second language.
- High quality service provision reduces social and economic inequity and improve social, education, and health outcomes for children;
- Resident's workforce participation is supported through provision of high-quality education and care services; and
- Reducing ongoing costs to different levels of government through improved social and educational outcomes. Education and care provision within a community has been shown to be

an investment in that community because of the long-term social and economic benefits such as ensuring young adults are less prone to disengagement and anti-social behaviour. Economist James Heckman² has shown that provision of high-quality early education and care can improve cognitive and socio-emotional abilities of children, promote schooling, reduce crime, foster workplace productivity and reduce teenage pregnancy. He has estimated the return of investment on early education and care programs to local communities as 7- 10% per annum.

1.5. Council's current role

Cumberland Council's current role in relation to early education and care in the LGA is:

- As a strategic planner and consent authority for new early education and care services. This role encompasses planning to ensure enough quality purpose-built centres are available to deliver services to meet the needs of the community (with the ultimate aim of ensuring every child that grows up in Cumberland LGA reaches their full potential).
- As a direct provider of the highest quality education and care services in the LGA.
- As an advocate and leader. Local governments, such as Cumberland, that directly provide education and care services also have the opportunity to influence the quality of services in the area by leading through example. There is also an opportunity for Cumberland's Council services to support non-Council services in the area to increase their quality of education and care.

It should be noted that there is a need to acknowledge the multiple and sometimes complex roles that Council plays in this space, and the need to balance the role of consent authority with the role of direct service provider and leader within the community supporting quality provision.

Access to quality early education and care services has social and economic benefits to children, families, communities and Cumberland Council. Being a provider of higher quality education and care services has multiple benefits:

- Cumberland Council's education and care services have a high degree of recognition in the LGA as a provider of high-quality services for residents and project a positive image for Cumberland Council.
- Cumberland Council services operate under a not-for-profit model and therefore they can reinvest profit back into service improvements
- High quality services reduce social and economic inequity – Cumberland Council centres enrol higher numbers of children with a disability (only 23% of services surveyed in the LGA are currently in receipt of the disability funding services that enrol children with a disability are entitled to) and on low-incomes than other providers

² *Four Big Benefits of Investing in Early Childhood Development* (The Heckman Equation Project, 2017):

https://heckmanequation.org/assets/2017/01/F_Heckman_FourBenefitsInvestingECDDevelopment_022615.pdf.

- High quality services improve social, education, and health outcomes for children.
- Access to employment through small business establishment opportunities with services such as the Cumberland Council Family Day Care (FDC) Scheme, and direct employment in centres.
- Access to quality children's services reduces ongoing costs to different levels of government through improved social and educational outcomes and reduced social service costs over the longer term in areas such as health, academic support and reduced anti-social behaviour.
- Cumberland Council's services have an excellent reputation within the sector and have higher utilisation rates than for-profit services, with similar fees.
- As a direct provider of education and care services Cumberland Council plays an important role in increasing the quality offerings of other education and care services in the LGA. Education and care services in the LGA operated by providers other than Council are overall of poorer quality than those found in other LGAs. Cumberland Council services:
 - Act as exemplars of quality service provision. Their existence forces other services to try and emulate the quality provided by Cumberland Council services in order to maintain their occupancy levels.
 - Act as a stabilising force on prices of education and care. Services that price themselves significantly higher than Cumberland Council's services are unlikely to have high occupancy.
 - Directly assist other services to improve quality provision via demonstration of good quality prices and via more direct routes. Council formed and hosts Cumberland Educators United – a forum which meet quarterly to share knowledge across the sector and make available professional development to all educators in the area.

It is important to recognise that although Cumberland Council currently provides education and care across many service types (Long Day Care, Out of School Hours Care, Family Day Care), it does not provide care equally across all Cumberland Council areas. Cumberland Council centres are heavily concentrated in the western area of the LGA. If Council wishes to ensure the benefits of Cumberland Council provision of education and care accrue to all residents equally, it will need to examine opportunities for new provision in the Berala/Lidcombe/Auburn areas. If Council wants to ensure the benefits of Council provision on quality of education and care provision in the LGA it will need to commit to continued direct provision of high quality education and care services.

1.6. Defining education and care services

For the purposes of this study, education and care services include centre-based and home-based formal care for children aged 0 to 12 years including:

- Long Day Care (Most of these services also provide a preschool program for children in the year before school.)
- Preschool
- Family Day Care (FDC); and

- Out of School Hours Care (OSHC).

Appendix 1 provides a definition of these different service types.

1.7. Governance and funding of education and care services

The governance and funding of education and care services happens from both State and Federal governments.

The majority of education and care services are regulated under National Regulations and fall under the National Quality Framework for Education and Care Services. The Framework is a joint Federal and State and Territory government scheme that includes the National Law and Regulations and an assessment and rating scheme against the National Quality Standard for Education and Care services.

ACECQA

The Australian Children's Education and Care Quality Authority (ACECQA - pronounced a-see-kwa) is an independent federally funded national authority that assists governments in administering the National Quality Framework.

ACECQA works with the Australian and state and territory governments to implement changes that benefit children and their families, monitor and promote the consistent application of the Education and Care Services National Law across all states and territories and support the children's education and care sector to improve quality outcomes for children.

Early Childhood Education Directorate

The NSW Department of Education is the regulator and assessor of NSW education and care services. This function is carried out by the Early Childhood Education Directorate of the Department.

The Early Childhood Education Directorate monitors and regulates early childhood education services in NSW. They work to ensure the delivery of quality early education for children from birth up to and including school age. As the NSW Regulatory Authority for early childhood education services, the Department of Education is responsible under the National Law and Regulations, to ensure services meet the requirements to operate under the National Quality Framework. The Department is also responsible administering state-based funding (the majority of this goes to community based preschools). They also regulate Occasional Care Services under separate State Based Regulations as these are outside the scope of the National Regulations.

The Department of Education also is the direct provider of 100 preschools located on the grounds of public schools.

Australian Government Department of Education and Training

The Federal Government's Department of Education and Training is responsible for the administration of the Federal Government Child Care Subsidies to education and care services (excluding preschools) and administering the Family Assistance Legislation which governs eligibility and payment of these subsidies to reduce the cost of education and care for families. They also administer Universal Access funding which goes to the State Government to increase access to affordable preschool education in the year before school.

Australian Government Department of Human Services

The Federal Government's Department of Human Services is responsible for the assessment of families' eligibility for Child Care Subsidy and delivery of the subsidies to services.

Funding

Families using centre based day care services (long day care and occasional care) and family day care services are eligible for Federal Government Child Care Subsidies and in some cases these services are eligible for funding under the Community Child Care Fund. Operational funding for these services has been withdrawn or is in the process of being withdrawn.

Preschools receive operational funding from the State Government based on their enrolment mix of 3 year olds, 4 year olds and children from disadvantaged backgrounds or with additional needs.

2. Demographic indicators of demand

This section provides an overview of the resident and worker population of the LGA that may drive demand for education and care services. Demand is influenced by a number of demographic indicators (as well as other indicators) including the number of children aged under 5 years and aged 5 to 12 years; cultural diversity; income and ability to afford formal care; availability of extended family available to care for children, understanding of importance of education and care and working status of parents.

2.1. Increasing LGA-wide population

In 2016, the total estimated population of the LGA was 226,052 people. Between 2011 and 2016, the population grew by around 4,500 people each year. This is an increase of 14% or 28,423 people since 2011. Between 2016 and 2036, the LGA's population will increase to around 304,811 including an additional:

- 7,031 children aged 0 to 5 years, and
- 7,015 children aged 5 to 12 years.

Table 1 Service age group population growth Cumberland LGA 2016 to 2036 (source: Profile.id)

Cumberland LGA - Total persons	2016		2026		2036	
Age group (years)	No.	%	No.	%	No.	%
Babies and pre-schoolers (0 to 4)	17,953	7.9	23,054	8.2	24,303	8.0
Primary schoolers (5 to 11)	20,983	9.3	26,963	9.6	28,691	9.4
Secondary schoolers (12 to 17)	14,600	6.5	20,802	7.4	22,692	7.4
Tertiary education and independence (18 to 24)	24,480	10.8	28,257	10.1	31,087	10.2
Young workforce (25 to 34)	45,165	20.0	49,969	17.9	52,157	17.1
Parents and homebuilders (35 to 49)	44,234	19.6	57,666	20.6	60,713	19.9
Older workers and pre-retirees (50 to 59)	24,206	10.7	27,920	10.0	32,816	10.8
Empty nesters and retirees (60 to 69)	17,654	7.8	21,875	7.8	24,140	7.9

Cumberland LGA - Total persons	2016		2026		2036	
Seniors (70 to 84)	13,467	6.0	18,579	6.6	22,768	7.5
Elderly aged (85 and over)	3,309	1.5	4,550	1.6	5,446	1.8
Total persons	226,052	100	279,636	100	304,811	100

2.2. Increasing number of children

2.2.1. Children aged 0 to 5 years

In 2016 there were an estimated 21,306 children aged 0 to 5 years forecast to increase to 28,337 by 2036 or an additional 7,031 children. The suburbs with the highest forecast growth in the number of children aged 0 to 5 are:

- Merrylands-Holroyd (+1,784)
- Auburn (North) (+1,088) and Auburn South (+879)
- Lidcombe (North) (+942), and
- Wentworthville (+615).

Table 2 Forecast population growth by suburb 2016 to 2036 (0 to 5 years) (source: Forecast.id)

Suburb	Children aged 0 to 5 years 2016	Children aged 0 to 5 years 2036	Change
LGA	21,306	28,337	7,031
Auburn (North)	1130	2218	1088
Auburn (South)	2465	3344	879
Berala	767	1130	363
Girraween-Toongabbie	826	1090	264
Granville	1075	1140	65
Greystanes	2045	1919	-126
Guildford (East)	1645	1901	256
Guildford (West) - Yennora	849	921	72
Guildford West - Woodpark - Smithfield	719	724	5
Lidcombe (North)	689	1631	942
Lidcombe (South) - Rookwood	769	1161	392
Merrylands - Holroyd	3153	4937	1784
Merrylands West	532	708	176

Suburb	Children aged 0 to 5 years 2016	Children aged 0 to 5 years 2036	Change
Pemulwuy	667	454	-213
Pendle Hill	541	761	220
Regents Park	382	495	113
South Granville - Chester Hill	731	684	-47
South Wentworthville	622	713	91
Wentworthville	768	1383	615
Westmead - Mays Hill	751	1023	272

2.2.2. Children aged 5 to 12 years

In 2016 there were an estimated 23,448 children aged 5 to 12 years, forecast to increase to 30,463 by 2036, or an additional 7,015 children. The areas with the highest forecast growth are:

- Merrylands-Holroyd (+2,037)
- Auburn (North) (+1,118) and Auburn South (+1,116)
- Lidcombe (North) (+930), and
- Wentworthville (+674).

Table 3 Forecast population growth by suburb 2016 to 2036 (children aged 5 to 12 years)

Suburb	Children aged 5 to 12 years 2016	Children aged 5 to 12 years 2036	Change
LGA	23448	30463	7015
Auburn (North)	902	2020	1118
Auburn (South)	2803	3919	1116
Berala	837	1278	441
Girraween-Toongabbie	1063	1343	280
Granville	1006	1279	273
Greystanes	2629	2649	20
Guildford (East)	1873	2315	442
Guildford (West) - Yennora	921	1057	136
Guildford West - Woodpark - Smithfield	868	930	62
Lidcombe (North)	679	1609	930
Lidcombe (South) - Rookwood	748	1182	434
Merrylands - Holroyd	3384	5421	2037

Suburb	Children aged 5 to 12 years 2016	Children aged 5 to 12 years 2036	Change
Merrylands West	660	838	178
Pemulwuy	723	540	-183
Pendle Hill	578	1192	614
Regents Park	488	572	84
South Granville - Chester Hill	709	581	-128
South Wentworthville	711	858	147
Wentworthville	734	1408	674
Westmead - Mays Hill	963	1184	221

2.3. Diversity and preschool attendance

As shown in Table 4, Cumberland is a diverse LGA with high proportions of households from culturally diverse backgrounds, a higher than average proportion of households on low incomes (less than \$650 per week), and a lower proportion of mothers in the labour force. It is recognised that use of education and care services increase as more mothers enter the workforce as they are the primary carers of children. Federal Government policy of support to offset the costs of education and care service fees is predicated on the understanding that access to cheaper education and care services will increase women's participation in the workforce.

A large amount of evidence exists that points to the advantages that accrue to children from participation in early education, regardless of parental workforce status.

The LGA also has a lower proportion of children attending preschool than NSW (according to the 2016 Census). ABS data is not available by suburb for attendance of children aged 5 to 11 years attending OSHC or Long Day Care but it is a reasonable assumption that this would be similar for these service types.

Analysis of ABS data on attendance at preschool indicates that there is a strong correlation between the proportion of children attending preschool in the LGA and the cultural diversity and income of households. Table 4 shows the suburbs where there is lower attendance at preschool and where this is associated with a highly culturally diverse population, a low income population and/or a high proportion of mothers in the workforce. (Where there is a higher proportion of mothers in the workforce other forms of education and care are likely to be used over preschool because of the shorter hours of preschool operation.) In particular (based on ABS data only):

- Auburn North is likely to have lower demand than average for education and care services, and
- Guildford West-Woodpark-Smithfield, Greystanes, and Pemulwuy are likely to have a higher demand than average for education and care services.

Strong negative correlation between families from non-English speaking background and attendance at education and care services.

In Cumberland LGA and based on ABS 2016 data, the correlation coefficient between the proportion of people speaking a language other than English at home, and the proportion of children attending education and care is -0.75 indicating a strong negative correlation (ie. in areas with a higher proportion of people speaking a language other than English at home, there is a lower proportion of children attending education and care services).

These findings align with The *Productivity Commission 2014, Childcare and Early Childhood Learning, Inquiry Report No. 73*, which concluded that nationally, children from non-English speaking backgrounds (NESB) tend to be underrepresented in preschool relative to their share in the general population. In 2012, around 10 % of children aged 3 to 5 identify as being from NESB were enrolled in preschool while this age group represents around 20 % of the population. It also concluded that children from NESB are also underrepresented in education and care services.

The *2016 Early Childhood Education and Care National Workforce Census prepared by the Social Research Centre* showed that 21.9 % of children attending child care services during the reference week had parents or guardians who spoke a language other than English at home. NESB children most often attended family day care services (where 52.6 % of children attending during the reference week were from a NESB background) and occasional care services (21.2 %). This compared to general figures of 48.8% of total children in child care during the reference week attending long day care, followed by 23.6% in OSHC, 14.4 % in FDC and 12.5 % in vacation care. This may show that different forms of formal care are used by NESB communities.

Strong negative correlation between income and attendance at education and care services.

In Cumberland LGA and based on ABS 2016 data, the correlation coefficient between the proportion of households on low incomes and the proportion of children attending preschool is -0.71 indicating a strong negative correlation (i.e. in areas with a higher proportion of low income households, there is a lower proportion of children attending preschool).

Small positive correlation between % of mothers in labour force and attendance at education and care services.

In Cumberland LGA and based on ABS 2016 data, the correlation coefficient between the proportion of working mothers and the proportion of children attending preschool is 0.3 indicating a small positive correlation (ie. in areas with a higher proportion of working mothers, there is a higher proportion of children attending preschool). The small impact of this correlation could be because of a number of factors (including a need for long day care services rather than preschool).

Table 4 Demographic indicators of education and care services demand (ABS Census 2016)

Area	% children aged 0 to 4 attending preschool 2016	% speak a language other than English	% low income households (less \$650 weekly)	% mothers in labour force
Cumberland LGA	20.89	65.59	18.8	50.5
Auburn (North)	12.57	84.56	20.3	41.3
Auburn (South)	18.05	80.18	19.7	36.7
South Granville - Chester Hill	18.12	67.41	29.2	47.7
Merrylands West	18.16	53.42	23.6	65.4
Regents Park	19.13	69.98	20.4	47.6
Berala	19.30	75.54	18	63.8
Pendle Hill	19.68	61.93	17.6	35.3
Guildford (East)	19.89	68.00	22.9	42.8
Guildford (West) - Yennora	20.52	62.03	24.4	51.7
Merrylands (Central)	20.86	64.29	19.4	55.6
Granville	21.00	71.01	21.1	54.7
Westmead - Mays Hill	21.38	70.09	16.6	45.0
Merrylands (East)	21.50	67.25	20.2	43.3
Lidcombe (North)	21.54	76.47	14.7	49.2
Lidcombe (South) - Rookwood	21.55	74.67	14.6	74.7
Wentworthville	21.85	67.10	15.7	59.5
Girraween - Toongabbie	23.33	65.11	13	51.0
South Wentworthville	23.84	53.42	15.8	33.6
Guildford West - Woodpark - Smithfield	27.29	49.33	16.3	55.3
Greystanes	27.39	37.30	13.3	61.1
Pemulwuy	30.92	49.42	6.3	63.7
Greater Sydney		35.80	15.1	66.0

2.4. Worker profile

Around 85,281 people work in the LGA (73,504 full time equivalent jobs). 27.7% of local workers also live in the area, with others coming from Blacktown, Fairfield, and Parramatta council areas.

Key employment destinations correspond with industrial areas and town centres, including:

- Girraween
- Pemulwuy
- Smithfield
- Yennora
- Merrylands town centre
- Auburn town centre, and
- Parts of northern Auburn and northern Lidcombe.

Manufacturing is the largest industry (17.2% of jobs) followed by transport, postal and warehousing (10.8%) and retail trade (10.7%). There are more men working in the LGA than women (60.3% vs 39.7%) compared to Greater Sydney (52.2% vs 47.8%). The age profile of workers is similar to Greater Sydney, with slightly fewer young workers 15-24 (12.4% compared to 13.6%) and slightly more older workers 55-64 (15% compared to 13.5%). The major hospitals both inside and outside of the LGA (Westmead Hospital, Children's Hospital Westmead and Auburn are also large employers of Cumberland residents.

2.5. Australian Early Development Census (AEDC)

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children starting school. The AEDC measures the development of children in Australia in their first year of full-time school. AEDC data is collected using an adapted version of the Early Development Instrument, which was developed in Canada. Data around participation is only available at the LGA (former) level.

Table 5 below shows that there was increasing attendance in centre-based care in the former Auburn and Holroyd LGAs between 2009 and 2015, specifically:

- In Auburn LGA, the proportion of children in the year before school who attended some form of centre based care increased from 81% to 96% of all children.
- In Holroyd LGA the proportion of children in the year before school who attended some form of centre-based care increased from 82% to 104%.

(Note, children can access more than one type of care hence percentages higher than 100%).

Table 5 Australian Early Development Census (2015)

Year	LGA	LDC attendance	Preschool attendance	FDC attendance	Total %
2015	Auburn LGA	31.3	56.8	7.9	96
2009	Auburn	39.4	36.2	5.5	81.1
2015	Holroyd	30.9	67.1	5.8	103.8
2009	Holroyd	39.9	38.3	4.1	82.3

3. Current supply

This section provides an audit of all education and care services. services for children aged 0 to 12 years across the LGA and its suburbs including total centres, places and quality ratings as at February 2019.

3.1. Supply of education and care for children aged 0-5 years

3.1.1. Licensed centres and places

Tables 6 and 7 and show the number of education and care services for children aged 0-5 years by type and the number of places they provide across the LGA. In total there are:

- 4,575 education and care places in 101 services (LDC and Occasional care). Merrylands (858 places), Auburn North/South (670 places) and Guildford-Yennora (565 places) have the highest number of places.
- 373 preschool places in 11 services across the LGA. Lidcombe (80) has the most places.
- 24 FDC services providing an unknown number of places. These FDC services are licensed to have a maximum number of 1154 educators. Each educator can care for up to 4 children under preschool age, so they could, theoretically, be caring for as many as 4616 children. (This does not consider services operating under capacity and any part time educators).

Table 6 Total education and care services and places for children under 5 years (February 2019, source: ACECQA)

Type	Total services	Total places
Long day care	101	4,575
Preschools	11	373
Total centre-based places for children under 5 years	112	4,948
Family Day Care	24	Up to 1154 educators

Table 7 Total education and care services and places for children under 5 years Directly run by Cumberland Council (February 2019, source: Council)

Type	Total services
Long day care	8
Occasional Care	1
Service under renovation	1

Total centre-based places for children under 5 years	10
Family Day Care	1

Table 8 Total education and care services places by area (February 2019, source ACECQA)

Education and care services (0 to 5 years)	LDC/OC	Preschool	Total
Auburn	670	40	710
Girraween	128		128
Granville	379	20	399
Greystanes	346	23	369
Guildford	565		565
Holroyd	71		71
Lidcombe	397	80	477
Merrylands	858	48	906
Pemulwuy	193		193
Pendle hill	83	49	132
Regents park	67		67
Smithfield	23		23
South Granville	56		56
South Wentworthville	174		174
Wentworthville	443	53	496
Westmead	78	60	138
Merrylands West	44		44
Cumberland LGA total	4,575	373	4,948

3.1.2. Quality of care

Long Day Care

Table 9 shows the number of LDC centres located by suburb across the LGA and their quality rating. It shows that 20% of LDC services in the LGA are rated as Exceeding the NQS, which is lower than the national proportion of 32%. 33% are rated as Working Toward the NQS which is much higher than the national proportion of 25%.

Table 9 Quality ratings for centre based care by suburb (source: ACECQA, February 2019)

Suburb	Exceeding NQS	Meeting NQS	Working Towards NQS	Not completed
Auburn North/South	1	5	6	
Girraween-Toongabbie		2	0	
Granville	2	5	5	
Greystanes	1	4	4	
Guildford - Yennora - Woodpark - Smithfield	2	4	4	
Holroyd	1			
Lidcombe		5	5	1
Merrylands	6	9	3	2
Pemulwuy	1	1	1	
Pendle Hill	2	1		
Regents Park		1	1	
South Granville - Chester Hill		1		
South Wentworthville		2	2	
Wentworthville	1	5	4	
Westmead - Mays Hill		1	1	
Cumberland LGA total	16	47	33	3

Preschools

Table 10 shows the number of preschools by suburb across the LGA and their quality rating and shows that 38% of preschools are exceeding the NQS, lower than the national average rating for preschools at 59%, but higher than the average rating for Long Day Care services in the LGA at 20%.

Table 10 Quality rating of preschools (source: ACECQA, February 2019)

Suburb	Exceeding NQS	Meeting NQS	Working towards NQS
Auburn North/South		1	
Granville		1	
Greystanes	1		
Lidcombe		2	
Merrylands		1	1
Pendle hill	1		
Wentworthville	2		

Suburb	Exceeding NQS	Meeting NQS	Working towards NQS
Westmead	1		
Cumberland LGA	5	5	1

Council does not currently operate any centres under the preschool model of funding.

3.1.3. Supply of Occasional Child Care services

There is currently only one Occasional Child Care service in the LGA, at Merrylands, which is operated by Council. Occasional Care is clearly valued by the users of the service and it would seem important to retain this service. The phasing out of funding for occasional care as a distinct service type by the Federal Government means that new Occasional Care Services are unlikely to be opened within the LGA.

Under the new Jobs for Families package, there are no restrictions on the numbers of hours that services have to open. Hence Long Day Care Services have now been branded Centre Based Day Care Services. Services are being encouraged to supply shorter sessions of care to suit the users of the service. Occasional Care Services are not currently within the National Quality Framework but there is still some talk of bringing them within this. Users are still eligible for Child Care Subsidy, but under the classification of Centre Based Day Care.

3.1.4. Utilisation

There is a perceived oversupply of LDC places by service providers particularly in Auburn, Merrylands, Wentworthville, and Greystanes. For more detail see Chapter 7.

3.1.5. Fees

Fees for services were collected via a telephone survey.

Table 11 Overview of services fees (source: telephone survey)

Type	Suburbs	0 to 3	3 to 5	BSC	ASC
Long Day Care	Auburn	\$103/\$89/\$87.50	\$85/\$89/\$87.50		
	Greystanes	\$105/\$105/\$94/\$93/\$93	\$93/\$92/\$84/\$93/\$93		

Type	Suburbs	0 to 3	3 to 5	BSC	ASC	
	Merrylands	\$93/\$104/\$106/\$116/\$93/\$93/\$95	\$93/\$100/\$96/\$93/\$93/\$95			
	Lidcombe	\$107/\$115/\$96	\$98/\$115/\$96			
	Wentworthville	\$100	\$90			
	Regents Park	\$105	\$95			
	Guildford West	\$106/\$93	\$94/\$93			
	Pemulwuy	\$95	\$95			
	Granville	\$93/\$88	\$93/\$85			
	Lidcombe	\$92/\$92	\$92/\$92			
	Guildford	\$70	\$70			
Out of School Hours Care	Merrylands			\$14	\$29	\$51
	Parramatta West			\$14	\$29	\$55
	Greystanes			\$14/\$14	\$29/\$29	
	Guildford			\$30	\$35	\$100
	Guildford West			\$14	\$29	\$51
	Pemulwuy			\$14	\$29	
	Pendle Hill			\$14	\$29	
	Auburn			\$17	\$20/\$22	\$46
Preschool	Merrylands		\$10 to \$50			
	Wentworthville		\$25-\$30			
FDC	South Granville	\$10ph	\$10 ph	\$10 ph	\$10ph	
	Auburn	\$100	\$100			
	Guildford	\$8.50ph	\$8.50ph	\$8.50 ph	\$8.50 ph	

Type	Suburbs	0 to 3	3 to 5	BSC	ASC	
	Merrylands	\$10ph	\$10ph	\$10ph	\$10ph	
Occasional Care	Merrylands	\$10 per hour & \$9 for children in the EIP program	\$10 per hour & \$9 for children in the EIP program			

3.2. Supply of OHSC services for children aged 5 to 12 years

3.2.1. Current licensed centres

Table 12 shows the number of Out of School Hours Care (OSHC) services and the number of places they provide across the LGA. In total there are 2,372 OSHC places in 31 centres across the LGA for children aged 5 to 12 years. Greystanes (544), Girraween (303), Westmead (293) have the highest number of places.

Table 12 Total OSHC services and places by suburb (source: ACECQA, February 2019)

Area	Centres	Places
Auburn North/South	3	229
Berala	1	60
Girraween	2	303
Granville	1	50
Greystanes	6	544
Guildford	3	235
Lidcombe	2	139
Merrylands	2	175
Pemulwuy	1	60
Pendle hill	1	120
Regents park	1	30
South Granville	0	0
Wentworthville	2	134
Westmead	6	293
Cumberland LGA	31	2,372

Table 13 Total OSHC services and places by suburb directly run by Council (source: Council, February 2019)

Area	Centres	Places
Cumberland Council run	7	705
Guildford West	1	120
Pemulwuy	1	60
Merrylands	1	120
Greystanes	2	165
Pendle Hill	1	120
Parramatta (outside LGA)	1	120

Planning is also underway for the provision of a new Council OSHC service (60 places) at the Auburn South Community and Recreation Centre.

3.2.2. Quality of care

Table 14 shows the number of OSHC services by suburb and shows that a much higher proportion are exceeding the NQS (54%) than nationally (16%).

Table 14 Quality rating of OSHC services (source: ACECQA, February 2019)

Suburb	Exceeding NQS	Meeting NQS	Working Towards NQS	Not completed	Grand Total
Cumberland LGA	13	9	9	3	34
Auburn North/South		1	4	1	6
Berala	1				1
Girraween	2	1			3
Granville			2		2
Greystanes	5	1			6
Guildford	1	1			2
Lidcombe		1	1		2
Merrylands		2			2
Pemulwuy	1				1
Pendle Hill	1				1
Regents Park			1		1
South Granville			1		1

Wentworthville	1	1			2
Westmead	1	1		2	4

Table 15 Quality rating of Cumberland Council run OSHC services (source: Council, February 2019)

Suburb	Exceeding NQS	Meeting NQS	Working Towards NQS	Not completed	Grand Total
TOTAL	6	1	0	0	7
Guildford West	1				1
Pemulwuy	1				1
Merrylands		1			1
Greystanes	2				2
Pendle Hill	1				1
Parramatta (outside LGA)	1				1

3.3. Supply of FDC services for children 0-12

The Cumberland LGA is in the situation of hosting 10% of the entire states' Family Day Care services with 21 separate services including the Council's own. Although some are quite small (12 educators only) at least 2 are licensed for 120 educators. 9 of the FDC services are based in Auburn, but they could have educators operating across the LGA.

As FDC services are able to (and do) provide both care of children up to school age as well as before and after school care and vacation care for children 0-12, the impact of the supply of these services must be considered when determining the unmet demand for care for children in the LGA.

There are currently 24 FDC services providing an unknown number of places across the LGA. These FDC services are licensed to have a maximum number of 1,154 educators. Each educator can care for up to 4 children under preschool age, so they could, theoretically, be caring for as many as 4,616 children under 5 and up to 3,462 children 5-12. (This does not consider services operating under capacity and any part time educators or after hours care/ extended services).

Although the benchmark figure was calculated using attendance at FDC centres across NSW, it is hard to tell the impact of the FDC supply on demand.

85% of the Family Day Care services in the LGA are not yet meeting the National Quality Standard for Education and Care services – they are rated as Working Towards the NQS, so although the supply of services is high, the quality is not. A high number of FDC services in the LGA have been

closed in the last few years as the NSW and Federal Governments have worked to weed out “dodgy” FDC services.

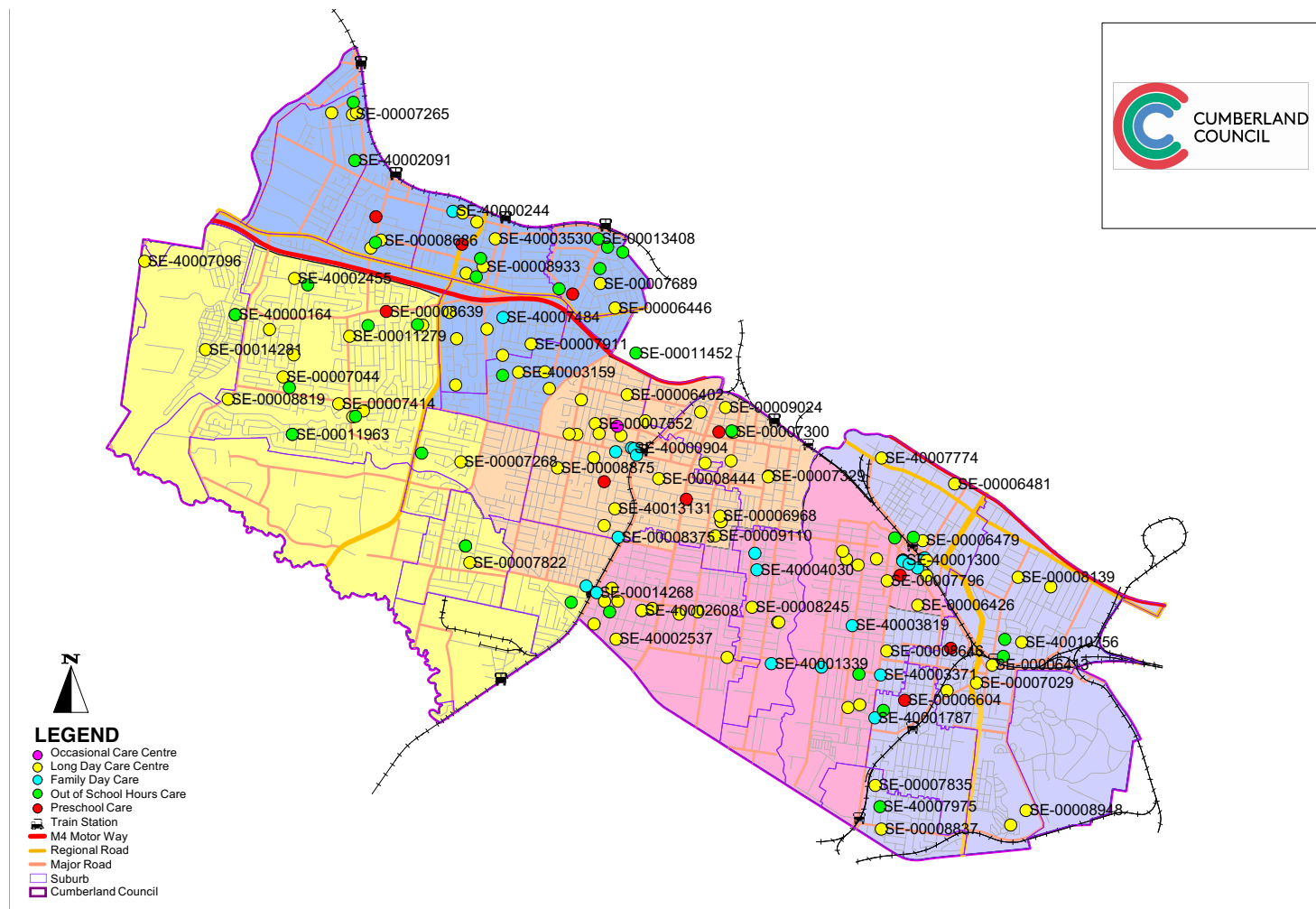
Figure 1 Map of all education and care services within LGA (February 2019)

Figure 2 Audit of all education and care services within LGA (February 2019)

ServAppNum	ServiceName	ServiceType
SE-00006480	Auburn Montessori Academy	Long Day Care
SE-00006479	Auburn Long Day Child Care Centre	Long Day Care
SE-00007329	Garfield Childcare	Long Day Care
SE-00006402	Granville World of Learning	Long Day Care
SE-00007394	Granville TAFE Children's Centre	Long Day Care
SE-00007414	Greystanes Pre School Kindergarten	Long Day Care
SE-00007415	Greystanes Uniting Church Child Care Centre	Long Day Care
SE-00007423	Children's Village Guildford	Long Day Care
SE-00007474	Happy Days Kindergarten	Long Day Care
SE-00007516	Young Academics Early Learning Centre Merrylands	Long Day Care
SE-00007552	Holroyd Childrens Centre Banksia Babes	Long Day Care
SE-00007708	Just For Kids Pre-School Child Care Centre	Long Day Care
SE-00007818	Kids Pencil Child Care Centre	Long Day Care
SE-00007822	Kids World Kindy	Long Day Care
SE-00008245	Little School For Little Children (NSW) Pty Ltd	Long Day Care
SE-00008819	Little Smarties Long Day Care and Preschool	Long Day Care
SE-00008948	SDN Ngallia Children's Education and Care Centre	Long Day Care
SE-00014281	Toys & Tots Pre School Pty Ltd	Long Day Care
SE-40002127	Scribbles & Giggles Childcare Centre @ Botanica	Long Day Care
SE-40003530	Friend Park Children's Centre	Long Day Care
SE-40005156	Holroyd Childrens Centre - Gumnut Grove	Long Day Care
SE-40007096	Berry Patch Preschool and Long Day Care Centre Greystanes	Long Day Care
SE-40011374	Thrive Early Learning Centre Merrylands	Long Day Care
SE-40007774	MiniMi Academy Auburn	Long Day Care
SE-00006426	Ana Kindergarten	Long Day Care
SE-00006559	Barnardos Long Day Care Centre	Long Day Care
SE-00007193	Eminem Kids Academy	Long Day Care
SE-00007194	Eminem Kids Academy	Long Day Care
SE-00008646	Oz Education Auburn	Long Day Care
SE-00007796	Kids Early Education Pre-school / LDC	Long Day Care
SE-00008275	Love and Care Child Care Centre	Long Day Care
SE-00006481	Choice Pre School Kindergarten	Long Day Care
SE-40011181	Little Giants Auburn	Long Day Care
SE-00007265	First Academy Child Care Centre	Long Day Care
SE-40012082	Children's Village Girraween	Long Day Care
SE-00007421	Grow Early Learning Centre	Long Day Care
SE-00009024	South Parramatta - Granville Preschool	Long Day Care
SE-00007300	Frances Fisk Child Care Centre	Long Day Care
SE-00006585	Only About Children South Granville	Long Day Care
SE-00008654	Palm Child Care Centre	Long Day Care
SE-00007370	Golden Rose Child Care Centre	Long Day Care
SE-00011279	Smarties Preschool and Long Day Care Centre	Long Day Care
SE-40002455	Ascent Childcare Centre	Long Day Care
SE-00009524	Wenty Children's Centre	Long Day Care
SE-00008411	Miss Helena's Place	Long Day Care

ServiceName	ServiceType
LEARN AS YOU PLAY FAMILY DAY CARE PTY. LTD.	Family Day Care
Kids Choice Family Day Care P/L	Family Day Care
3Rs Family Day Care	Family Day Care
Early Childhood Community Australia	Family Day Care
Kids Village Family Day Care	Family Day Care
Alif Family Day Care	Family Day Care
3Rs Family Day Care	Family Day Care
KIDZ DREAM FAMILY DAY CARE PTY LTD	Family Day Care
Al-Huda Daycare and Education	Family Day Care
Diamond Kidzz Family Day Care Pty Limited	Family Day Care
Just Kids Family Day Care Scheme	Family Day Care
Two Tiny Bears Pty Ltd	Family Day Care

ServAppNum	ServiceName
SE-00011416	Sherwood Grange OOSH
SE-00011447	Berala OSHC
SE-00011453	Ringrose OOSH
SE-00011467	Pendle Hill OOSH
SE-00011963	Widemere OOSH
SE-00012079	Greystanes Uniting Church Child Care Centre (Dolphins)
SE-00012139	Wentworthville OSHClub
SE-00012345	The Centre@Westmead
SE-00013408	Westmead Vacation Care Activity Centre
SE-00013730	St Anthony & St Paul Vacation Care Centre
SE-40007975	Camp Australia - Regents Park Christian School OSHC
SE-40012615	Lidcombe OSHC
SE-40013201	SHERPA KIDS ST JOHN'S AUBURN

ServAppNum	ServiceName	ServiceType
	The Sometime Centre	Occasional Care

ServAppNum	ServiceName
SE-00007393	Granville Public School Preschool
SE-00008639	Catholic Early Learning Centre Our Lady Queen of Peace Parish - Greystanes
SE-00009050	St Anne's Merrylands Pre School
SE-00009124	St Thomas Pre School
SE-00006478	Integricare Auburn Christian Preschool
SE-00006604	Berala Jack & Jill Preschool Kindergarten
SE-00007616	Integricare Kinder Kapers Preschool Pendle Hill
SE-00008687	Pendle Hill Public School Preschool
SE-00008056	KU - Wentworthville Preschool
SE-00008059	KU - Westmead Preschool

3.4. Services owned or operated by Cumberland Council

Table 16 Overview of Cumberland Council services and facilities

Type	Number
Council owned and operated education and care services	
LDC (with preschool program)	8
Occasional Care	1
OSHC	3 (1 service is a Council owned building on school land)
FDC	1
TOTAL	13 facilities/services
Council services operated in non-Council facilities	
OSHC	4
Council facilities leased to non-Council services	
LDC	2

Table 17 Council owned and operated services

Facility name	Address	Suburb	Description	Quality rating
Auburn Long Day Care Centre	11 - 13 Northumberland Rd	Auburn	48 place long-day care centre.	Meeting NQS
Frances Fisk Child Care	64 The Avenue	Granville	40 place long day preschool - 0-5 years (looking to increase places in the future)	Meeting NQS
Wenty Children's Centre	100 Damien Ave	Greystanes	48 place long day preschool - 0-5 years	Meeting NQS
Guildford West Children's Centre and OOSH	50 Princes St	Guildford West	48 place long day preschool - 0-5 years 120 place OOSH primary school age and school holiday care Separate services in the same building	Both Exceeding NQS
Holroyd Children's Centre - Banksia Babes	1 Goodlet St (27 Monitor Rd)	Merrylands	30 place long day preschool - 0-3 years	Exceeding NQS
Holroyd Children's Centre - Gumnut Grove	13 Windsor Road	Merrylands	45 place long day preschool - 2-5 years	Exceeding NQS
The Sometime Centre	54 Neil Street	Merrylands	30 place occasional care 0-5 years	Not rated - out of scope
Cumberland Family Day Care	74 Military Road	Merrylands	Family Day Care Office 75 educator cap (currently at 43)	Meeting NQS
Sherwood Grange OOSH	50 Bruce Street	Merrylands	120 place OOSH primary school age and school holiday care	Meeting NQS
Pemulwuy Children's Centre and OOSH	1 Newport St	Pemulwuy	60 place OOSH 5 - 13 Years primary school age 65 place long day care Separate services in the same building	Both Exceeding NQS
Friend Park Children's Centre	3A McKern Street	Wentworthville	22 place long day preschool - 0-5 years Closing on 21 Dec 2018 for renovations. Will reopen as a 40 place service	Meeting NQS

Table 18 Council services operating from non-Council facilities

Facility name	Address	Suburb	Description	Ownership	Rating
Ringrose Out of School Hours	18-36 Block K ring rose Ave	Greystanes	120 place OOSH primary school age and school holiday care	DoE	Exceeding
Pendle Hill Out of School Hours 9631 8063	27 Pendle Way	Pendle Hill	120 place OOSH primary school age and school holiday care	DoE	Exceeding
Parramatta West Out of School Hours 9633 5246	57 Auburn Street	Parramatta (outside the LGA)	120 place OOSH primary school age and school holiday care	DoE	Exceeding
Widemere Out of School Hours - 9757 1904	Nemesia Street	Greystanes	45 place OOSH primary school age	DoE	Exceeding

4. Quality of service provision

This section provides an overview of the quality of service provision in the Cumberland LGA

4.1. National Quality Standard for Education and Care Services (NQS)

Services are rated against the National Quality Standard for Education and Care Services (NQS).

Services are assessed against the 7 quality areas of the National Quality Standard.

Services are given a rating for each of the 7 quality areas and an overall rating based on these results.

The quality areas are:

Quality Area 1 – Educational program and practice

Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Quality Area 2 – Children's health and safety

Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Quality Area 3 – Physical environment

Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 4 – Staffing arrangements

Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.

Quality Area 5 – Relationships with children

Relationships with children are responsive, respectful and promote children's sense of security and belonging.

Quality Area 6 – Collaborative partnerships with families and communities

Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Quality Area 7 – Governance and leadership

Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.

The ratings are:

- Excellent
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement required

4.2. Education and care services in Cumberland LGA ratings

0-5 services

- 20% of LDC services in the Cumberland LGA are rated as Exceeding the NQS, which is lower than the national proportion of 32%. 33% are rated as Working Toward the NQS which is much higher than the national proportion of 25%.
- 50% of Cumberland Council's own 0-5 services are rating as Exceeding the National Quality Standard, which is higher than the national proportion of 32%. The other 50% are rated as meeting the National Quality Standard. This means Cumberland Council's services are higher quality than services nationally and much higher quality than other services in the LGA.
- Only 17% of services in the LGA run by providers other than Council are Exceeding the NQS and 35% of services run by providers other than Council are working towards the NQS. This means that families in the LGA have access to fewer high quality services than in other areas and a larger number of poor quality services.

5-12 services

- Services are rated against the National Quality Standard for Education and Care Services (NQS). 54% of OSHC services in the LGA are rated as Exceeding the NQS, which is higher than the national proportion of 16%. 12% are rated as Working Toward the NQS which is much lower than the national proportion of 28%.
- 100% of Cumberland Council's own OSHC services are rating as Exceeding the National Quality Standard, which is much higher than the national proportion of 16%. This means Cumberland Council's OSHC services are higher quality than services nationally and much higher quality than other services in the LGA.

- Only 41% of services in the LGA in the LGA run by providers other than Council are Exceeding the NQS and 23% of services run by providers other than Council are working towards the NQS. Although the quality of OSHC services is not as much of concern as services for 0-5 year olds, it is clear that Cumberland Council's own OSHC services increase the quality of the LGA as a whole.

Family Day Care Services

- Only 15% of the Family Day Care services (including Council's own FDC service) are rated as Meeting the NQS. 85% are rated as Working Towards the NQS. This compares to national figures of 30% rated as Meeting and 54% rated as Working Towards. This means that families in the LGA have access to fewer acceptable quality FDC services than in other areas and a larger number of poor quality services.

5. Benchmarking education and care services demand

This section provides an analysis of the demand for education and care services in 2019 and forecast to 2036 using a calculated benchmark applied to the LGA and by suburb resident population. Given the high cultural diversity and low household incomes of some of Cumberland's suburbs, it is likely that in some areas the current and forecast demand identified in this section is higher than actual demand.

5.1. Community survey

The *Have Your Say Cumberland Children and Families Strategy Survey* (15 January 2019) indicated that preschool and before and after school care are high priority service needs for local residents. The survey had 175 respondents – more information can be found in Chapter 6.

When asked what the most important reason for choosing an education and care service was, the top five most important responses were:

1. The programs delivered to children
2. The cost of the service
3. The hours of operation
4. The skills of staff, and
5. The reputation of the provider.

5.2. Determining a benchmark (rate of provision) for Cumberland

A benchmark of one place for every 3.8 children aged 0 to 5 years and 1 place for every 14 children aged 5-12 years has been determined for assessing the current and forecast resident demand for early and middle education and care places in Cumberland LGA.

These benchmarks are based on utilisation data of Commonwealth approved education and care services by children in NSW in 2018 released by the Productivity Commission in January 2019. (Report on Government Services, Productivity Commission, Canberra).

For 0-5 year olds this utilisation data shows that:

- Average weekly hours of attendance at long day care by a child in NSW is 28.4 hours per week³.
- Commonwealth approved education and care services (Long Day Care, Family Day Care, Occasional Child Care, Out of School Hours Care) in NSW is used by:
 - 8.8% of 0 year olds
 - 41.2% of 1 year olds
 - 57.9% of 2 year olds
 - 67.5% of 3 year olds
 - 63.2% of 4 year olds
 - 39.6% of 5 year olds

The Cumberland LGA benchmark of 1 place for every 3.8 children is therefore based on the following assumptions.

- 50% of the 5 year olds using care are using Out of School Hours care while in kindergarten and 50% of the 5 year olds are using long day care (LDC) /occasional childcare (OCC)/family day care (FDC) before they start school. This means that 19.8% of 5 year olds are using LDC/OCC/FDC.
- On average 43.06% of all 0-5 year olds in the Cumberland LGA need access to LDC/OCC/FDC.
- Families need on average 3 days of care a week. Average weekly hours of attendance at long day care by a child in NSW is 28.4 hours per week⁴. This is just under 3 days a week, or 0.6 places per day.

If 43.06% of 0-5 year olds each require access to 0.6 places per day, this equates to 25.8 places per 100 children or 0.26 places per child. In other words, this equates to 1 place per 3.8 children (or, rounded up 1 place per 4 children).

For 5-12 year olds this utilisation data shows that:

- Average weekly hours of attendance at Out of School Hours Care a week by a child in NSW is 10.6 hours per week⁵.
- OSHC in NSW is used by:
 - 21.4% of 5-12 year olds

The Cumberland LGA benchmark of 1 place for every 14 children is therefore based on the following assumptions:

- On average 21.4% of all 5-12 year olds in the Cumberland LGA need access to OSHC.
- OSHC facilities are open 6:30am to 9 am and 3pm to 6pm ie. 32.5 hours per week. The average attendance of 10.6 hours per week is equivalent to just over 3 days care, or 0.32 places. That is,

³ Table 3a.15 2019 Report on Government Services, Productivity Commission, Canberra.

⁴ Table 3a.17 2019 Report on Government Services, Productivity Commission, Canberra.

⁵ Table 3a.15 2019 Report on Government Services, Productivity Commission, Canberra.

families need on average just over 3 days of care a week (for example, and as an estimate only, 3pm – 6pm x 3 days = 9hours + 1.6 hours per child of before school care).

If 21.4% of 5-12 year olds each require access to 0.32 places, this equates to 6.8 places per 100 children or 0.07 places per child. In other words, this equates to 1 place per 14 children.

5.3. LDC Demand for places for children aged 0-5 years

5.3.1. Total places required 2019 to 2036

As shown in Table 19, based on planning benchmarks there is a current (2018) demand across the LGA for around 5,607 centre-based education and care services places. Based on a benchmark of 1 place for every 3.8 children aged 0 to 5 years, current (2019) demand is highest in:

- Auburn North/South (977 places)
- Guildford (846 places), and
- Merrylands (830 places).

By 2036 there will be demand for an additional 1,850 places to meet forecast population growth. The areas with the highest forecast demand for additional places are Auburn North/South, Merrylands, Lidcombe and Wentworthville.

Table 19 Resident demand for education and care services. places by suburb (children 0-5 years 2019 to 2036)

Suburb	Children aged 0 to 5 years 2019	Demand 2019 (1 place for every 3.8 children aged 0 to 5 years)	Change 0 to 5 years, 2019 - 2036	New places required (1 place for every 3.8 children aged 0 to 5 years) (2036)
Auburn North/South	977	977	1851	487
Berala	202	202	363	96
Girraween-Toongabbie	217	217	264	69
Granville	283	283	65	17
Greystanes	538	538	-126	-33
Guildford	846	846	1240	326
Lidcombe	384	384	1334	351
Merrylands	830	830	1784	469
Merrylands West / East	140	140	176	46
Pemulwuy	176	176	-213	-56

Suburb	Children aged 0 to 5 years 2019	Demand 2019 (1 place for every 3.8 children aged 0 to 5 years)	Change 0 to 5 years, 2019 - 2036	New places required (1 place for every 3.8 children aged 0 to 5 years) (2036)
Pendle Hill	142	142	220	58
Regents Park	101	101	113	30
South Granville - Chester Hill	192	192	-47	-12
South Wentworthville	164	164	91	24
Wentworthville	202	202	615	162
Westmead - Mays Hill	198	198	272	72
Cumberland LGA total	21,306	5607	7031	1850

5.3.2. Gap analysis

Table 20 shows the current demand and gaps for centre-based early education and care places across the LGA. It shows that:

- There is a current gap of 659 places based on a benchmark of 1 place for every 3.8 children aged 0 to 5 years.
- The current gap is most significant in Auburn North/South, Guildford and Berala.
- Based on benchmarks, there is an oversupply of places in Granville, Lidcombe, Merrylands, Pemulwuy, South Wentworthville and Wentworthville.

Table 20 Current (2019) gap in places for children aged 0 to 5 years

Suburb	Demand 2019 (1 place per 3.8 children aged 0 to 5 years)	Total places 2019	Current gap 2018
Auburn North/South	977	710	267
Berala	202	0	202
Girraween-Toongabbie	217	128	89
Granville	283	399	-116
Greystanes	538	369	169
Guildford	846	588	258
Lidcombe	384	477	-93

Suburb	Demand 2019 (1 place per 3.8 children aged 0 to 5 years)	Total places 2019	Current gap 2018
Merrylands	830	977	-147
Merrylands West/East	140	44	96
Pemulwuy	176	193	-17
Pendle Hill	142	132	10
Regents Park	101	67	34
South Granville - Chester Hill	192	56	136
South Wentworthville	164	174	-10
Wentworthville	202	496	-294
Westmead - Mays Hill	198	138	60
LGA	5,607	4948	659

5.3.3. Forecast (2036) gap analysis

Table 21 shows the forecast (2036) demand for additional places based on forecast growth. Around 2,509 new places will be required by 2036 to service population growth. The suburbs with the highest forecast demand will be Auburn North/South, Guildford and Merrylands

Table 21 Forecast (2036) gap for children aged 0-5 years

Suburb	Change 0 to 5 years, 2019 - 2036	New places required 1 place per 3.8 children aged 0 to 5 benchmark (2036)	Gap to 2036 (based on current provision)
Auburn North/South	1851	487	754
Berala	363	96	297
Girraween-Toongabbie	264	69	159
Granville	65	17	-99
Greystanes	-126	-33	136
Guildford	1240	326	584
Lidcombe	1334	351	258
Merrylands	1784	469	322
Merrylands West / East	176	46	142

Suburb	Change 0 to 5 years, 2019 - 2036	New places required 1 place per 3.8 children aged 0 to 5 benchmark (2036)	Gap to 2036 (based on current provision)
Pemulwuy	-213	-56	-74
Pendle Hill	220	58	68
Regents Park	113	30	63
South Granville - Chester Hill	-47	-12	124
South Wentworthville	91	24	14
Wentworthville	615	162	-132
Westmead - Mays Hill	272	72	131
Cumberland LGA total	7031	1850	2509

5.4. Demand for children aged 5 to 12 years

5.4.1. Current (2018) demand

A benchmark of 1 place for every 14 children aged 5 to 12 years has been applied. The benchmark has been calculated as per chapter 4.2. Benchmarking indicates a current oversupply of 444 places.

Table 22 Current (2019) demand for OSHC places

Suburb	Current population 5 to 12 2019	Demand 1 place per 14 children)	Current places	Current gap 2019
Auburn North/South	5258	376	229	147
Berala	1128	81	60	21
Girraween- Toongabbie	1190	85	303	-218
Granville	1128	81	50	31
Greystanes	2317	166	544	-379
Guildford	3790	271	235	36
Lidcombe	2470	176	139	37

Suburb	Current population 5 to 12 2019	Demand 1 place per 14 children)	Current places	Current gap 2019
Merrylands	5538	396	175	221
Pemulwuy	479	34	60	-26
Pendle Hill	1063	76	120	-44
Regents Park	506	36	30	6
South Granville - Chester Hill	573	41	0	41
South Wentworthville	753	54	0	54
Wentworthville	1251	89	134	-45
Westmead - Mays Hill	1059	76	293	-217
Cumberland LGA	26,992	1,928	2372	-444

5.4.2. Forecast (2036) demand for OSHC places

Applying a benchmark of 1 place for every 14 children to the forecast population, there is a forecast oversupply of 196 OSHC places to 2036.

Table 23 Forecast (2036) demand for OSHC places

Suburb	Forecast population 5 to 12 2036	Forecast demand (1 place for every 14 children aged 5 to 12)	Current places	Gap to 2036
Auburn North/South	5939	424	229	195
Berala	1278	91	60	31
Girraween-Toongabbie	1343	96	303	-207
Granville	1279	91	50	41
Greystanes	2649	189	544	-355
Guildford	4302	307	235	72
Lidcombe	2791	199	139	60
Merrylands	6259	447	175	272
Pemulwuy	540	39	60	-21

Suburb	Forecast population 5 to 12 2036	Forecast demand (1 place for every 14 children aged 5 to 12)	Current places	Gap to 2036
Pendle Hill	1192	85	120	-35
Regents Park	572	41	30	11
South Granville - Chester Hill	681	49	0	49
South Wentworthville	858	61	0	61
Wentworthville	1408	101	134	-33
Westmead - Mays Hill	1184	85	293	-208
Cumberland LGA	30,463	2,176	2,372	-196

5.5. Education and care services demand indicators

Table 24 provides a summary of the key indicators of need for education and care services for children aged 0 to 5 years. Indicators include cultural diversity; low income households; working parents; Council provision of services; quality ratings; future benchmark demand. Table 21 shows:

- The highest priority suburbs for new high quality education and care services for children aged 0 to 5 years are Auburn North, Berala, Guildford, Berala Lidcombe, Merrylands, and Lidcombe.
- The highest priority suburbs for new high quality education and care services for children aged 5 to 12 years are Auburn (North), Granville, and Merrylands.
- The highest priority suburbs for new high quality education and care services for children aged 0 to 5 years, that could be owned and operated by Council, or owned and leased to a community provider are Auburn, Berala, Lidcombe, Regents Park. These areas currently have demand for future places, low or no provision of Council services, and low quality service provision.
- The highest priority suburbs for any future Council provision of education and care services for children 5 to 12 years are Auburn, Berala and Lidcombe.

Table 24 Indicators of education and care services demand

Area	% speak a language other than English	% low income households	% mothers working	Council services		Exceeding NQS		Gap 2036 (based on benchmark)	
				0-5	5-12	0-5	5-12	0-5	5-12
	%	%	%						

Area	% speak a language other than English	% low income households	% mothers working	Council services		Exceeding NQS		Gap 2036 (based on benchmark)	
Cumberland LGA	65	19	50.5	10	6	21	12	2,509	-
Auburn (North)	85	20	41	1	0	1	0	753	19 5
Auburn (South)	80	20	37						
Berala	75	18	64	0	0	0	1	297	31
Girraween - Toongabbie	65	13	51	0	0	0	1	159	-
Granville/South Granville	71	21	55	1	0	2	0	-	90
Greystanes	37	13	61	1	2	2	5	136	-
Guildford (East)	68	23	43	1	1	2	1	539	72
Guildford (West) - Yennora	62	24	52						
Guildford West - Woodpark - Smithfield	49	16	55						
Lidcombe (North)	76	15	49	0	0	0	0	258	60
Lidcombe (South) - Rookwood	75	15	75						
Merrylands (Central)	64	19	56	4	1	6	0	465	27 2
Merrylands (East)	67	20	43						
Merrylands West	53	24	65						
Pemulwuy	49	6	63	1	1	1	1	-73	0
Pendle Hill	62	18	35	0	1	1	1	68	0
Regents Park	70	20	48	0	0	0	0	63	11

Area	% speak a language other than English	% low income households	% mothers working	Council services		Exceeding NQS		Gap 2036 (based on benchmark)	
South Wentworthville	53	16	34	1	0	3	1	0	0
Wentworthville	67	16	59.5						
Westmead - Mays Hill	70	17	45	0	0	1	1	131	0
Greater Sydney	36	15	66						

6. The changing policy landscape

This section provides an overview of key recent changes to the education and care regulatory context and implications for Council.

6.1. State Environmental Planning Policy

In 2017, the NSW Government passed the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. The SEPP applies to educational infrastructure in NSW – early education and care, schools and tertiary institutions. For centre-based child care facilities, the matters for consideration in the Child Care SEPP and the Child Care Planning Guideline take precedence over controls in a council's DCP, with the exception of controls relating to building height, side and rear setbacks and car parking rates.

6.1.1. About the SEPP

The *State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017* aligns physical environment requirements from the National Quality Framework for Early Childhood Education and Care services, specifically those covered in the *National Regulations for Education and Care Services* which include the *National Quality Standard for Education and Care Services*. Before determining a development application for development for the purpose of a centre-based education and care facility, Council must now take into consideration any applicable provisions of the *Child Care Planning Guideline*, in relation to the proposed development.

Under the SEPP:

- Centre-based education and care facilities must be designed in accordance with the physical environment requirements of the National Quality Framework, as outlined in the *Child Care Planning Guideline* and required by the SEPP.
- Development applications that do not meet the National Quality Framework's unencumbered indoor and outdoor space controls will need to be approved by the Department of Education before the application can be determined.
- Council will be unable to require more onerous standards than that contained in the *Regulations* and *Child Care Planning Guideline*.

The SEPP requires most⁶ centre-based child care facilities to be assessed through the local development application (DA) process. This means that centre-based child care facilities require a DA to council. Centre-based child care facilities must be designed to meet with the physical

⁶ In certain circumstances development may be carried out without the need for development consent such as when a public school wishes to develop an education and care facility on existing school grounds.

environment requirements of the NQF, as outlined in the *Child Care Planning Guideline*. The principles, considerations and requirements in the *Child Care Planning Guideline* must be considered by Council when assessing a development application as provided for in the SEPP.

The planning objectives of the Guideline are to:

- “promote high quality planning and design of child care facilities in accordance with the physical requirements of the National Regulations
- ensure that child care facilities are compatible with the existing streetscape, context and neighbouring land uses, and
- minimise any adverse impacts of development on adjoining properties and the neighbourhood, including the natural and built environment”⁷.

The SEPP includes non-discretionary standards for centre-based education and care services – a DA can't be refused by Council on the following grounds:

- Location (except for land use conflicts in Zone IN1 General Industrial or Zone IN2 Light Industrial)
- Indoor or outdoor space (that is, beyond it meeting national regulations)
- Numbers of children
- Site area and site dimensions, and
- Colour of building materials or shade structures.

Certain matters in Council's existing Development Control Plans no longer apply to development for the purpose of centre-based child care because a DCP cannot contain requirements that exceed those within the NQF. Exceptions to this are controls relating to building height, rear and side setbacks and car parking rates.

“The following matters in any Development Control Plan do not apply:

- numbers or groupings of children
- ages and age ratios of children
- operational or management plans or arrangements
- demonstrated need or demand for child care services
- Proximity of facility to other early education and care facilities, and
- Any matter contained in:
 - a. the design principles in Part 2 of the Child Care Planning Guideline;
 - b. the matter for consideration in Part 3 of the Child Care Planning Guideline;
 - c. the regulatory requirements in Part 4 of the Child Care Planning Guideline”⁸.

⁷ Child Care Planning Guideline: Delivering quality child care for NSW (NSW Department of Planning & Environment, 2017): https://www.planning.nsw.gov.au/policy-and-legislation/~/_media/423AAA128F1C4B519836C2243625C027.ashx.

⁸ Guide to the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) (NSW Department of Planning & Environment, 2017): https://www.planning.nsw.gov.au/policy-and-legislation/~/_media/EF82EE03723A4570BAA3595470DA08A2.ashx.

6.1.2. Implications

The SEPP removes Council's ability to refuse a development application on grounds such as:

- Proximity to another centre
- Site, size and shape
- Ability to cap place numbers or prohibit education and care developments in low density residential areas
- Ability to incentivise the provision of places for specific age groups, or
- Impose operational management plans.

There are four major issues here:

1. The ongoing ability of Council to impact on the design of education and care services to ensure they are meeting best practice for children who are residents of the LGA or accessing early education and care in the LGA.
2. The ongoing ability of Council to impact on the location of education and care services to ensure they are constructed where they are needed in the LGA.
3. The ongoing ability of Council to impact the type of education and care services that are developed to ensure they meet the needs of workers in and residents of the LGA.
4. The ongoing ability of Council to ensure that the development of education and care services do not impact on the amenity of residents.

The development by the NSW Government of the *Child Care Planning Guideline* and the requirement that development proposals that address set design criteria for centre-based education and care facilities cannot be refused consent and the guidance on how to design a centre-based education and care facility to comply with the national regulations, has effectively removed the need for Council to impact on the design of education and care services to ensure they are meeting best practice. The *Guideline* articulates best practice in education and care provision at the current time.

It is clear that Council does not have the same ability to impact on the location of services as it did before the SEPP was introduced. This could leave a glut of services in low density areas and a shortage in high density commercial areas of the LGA where land is more expensive.

Council can still impact on the type of education and care services in the LGA by its role as a landlord and provider of services, and in some ways in its role as a consent agency for development. These roles enable it to control who auspices services (not-for-profit versus for-profit providers) and the provision of services to specific groups of children such as 0-2 year olds and those with a disability. These roles also give Council the ability to impact on the quality of services being provided by allowing it to control aspects such as the size of services. Council will have to increase its information and education provision to developers and use other methods of ensuring that high quality education and care services exists for all children in the LGA.

The SEPP and the *Child Care Planning Guideline* will impact on the capacity of Council to impact on some areas of location and ensuring service supply meets the demands of residents for education

and care. It is possible that the adaption of the principles and recommendations on the following pages may help retain some of the desired outcomes of ensuring Council can impact the development of education and care services in the LGA to ensure that it is developed where it is appropriate, of a type that is appropriate and of excellent design.

6.2. Australian Government's new childcare package

In July 2018 the Australian Government introduced a new childcare package. The new system rolled the Child Care Benefit (CCB) and Child Care Rebate (CCR) into one new means-tested payment, called the Child Care Subsidy (CCS). The subsidy is paid directly to services to reduce the out of pocket costs of early education and care.

The impacts of the new subsidy on education and care provision and demand are yet to be fully realised but they are likely to be:

1. Changed demand (possible increases in some areas/from some families, possibly decreases in others/from some families)
2. Price changes
3. Development of different service types in response to changed regulations, and
4. Possibly higher attractiveness of education and care services to for-profit child care providers, corporate child care providers, private equity owned child care providers, property developers and property owners and landlords in the short term as the package is viewed as an increased investment by the Australian Government in early education and care.

All families are subject to an Activity Test (to assess how much they work/study/volunteer) and their hours of subsidised education and care are based on this. Low income families that do not meet the requirements of the Activity Test are only eligible for 12 hours per week subsidised care. The Federal Government hopes that services will change their offerings so that these families can access this care as two six-hour sessions per week. Long Day Care services currently charge by the day so it is possible that new offerings by services will be developed to meet these changes to eligibility. Already some operators have announced the establishment of shorter sessions (9 or 10 hours of care). The full impact of the changes to the subsidies on supply and demand will not be known until the Early Childhood and Child Care in Summary Report for the first quarter under the new Subsidy system (July – September 2018) is released around June 2019.

6.3. Increased emphasis on quality provision

Since the inception of the National Quality Framework for Education and Care Services in 2012, what is best practice in the operation of education and care services has been increasingly defined by the *National Quality Standard for Education and Care Services*. The *National Quality Standard* defines what services need to do to meet the expected level of quality provision for both centre based and home-based services. Best practice is what is required to exceed these standards. The National

Quality Standard (NQS has defined the 7 key quality areas that are important to outcomes for children:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities, and
7. Leadership and service management.

The NQS contains 18 standards (high level outcome statements) with two or three standards in each quality area. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total. Although all services are striving to exceed the NQS, service operational delivery is also influenced by local and international trends which influence what is seen as best practice service delivery in all areas, or seen as innovative and new.

Services are rated against the NQS every few years. The majority of services are rated as either Exceeding the NQS, Meeting the NQS or Working Towards the NQS.

6.4. What does this mean for Council?

- The new SEPP clearly limits the role of Council as a consent authority on influencing where new education and care services can be built in the LGA and the design of the services.
- For centre-based early education and care facilities, the matters for consideration in the Child Care SEPP and the Child Care Planning Guideline take precedence over controls in Council's DCP, with the exception of controls relating to building height, side and rear setbacks and car parking rates.
- Alternative ways of impacting what new education and care services are built in the LGA need to be adopted by Council if it wants to ensure services being built are high quality and have limited impact on residents' amenity.
- Ensuring supply meets demand for education and care services in Cumberland is important but so too is ensuring that the provision of services in the LGA is high quality. This can be measured by services' rating against the National Quality Standard. Council can impact on quality through negotiations around planning proposals, through the provision of high quality Council run services and through acting as a leader of quality education and care provision in the LGA.
- The impact of recent changes to the subsidies provided by the Australian Government on supply and demand and prices for education and care are uncertain and can only be guessed at this time.
- Council needs to consider not just if supply equals demand but the quality of the supply on offer.

7. Community and stakeholder feedback

This section provides a summary of Council engagement with families and local services about education and care services.

7.1. Feedback from families

As part of the Children and Families Strategy, consultation was completed with local families and children through a survey and focus groups.

7.1.1. Community survey

177 surveys were completed with the following key findings:

122 respondents were currently using or have used Council services and highly regarded Council services:

- The quality of the staff and the way Council runs services were the things most commented on by respondents as things they liked.
- Families using Council services were likely to say nothing was wrong with their services or talk about lack of staff or staff issues as well as some issues with programming for children.

33 survey respondents were using non-council services (private or community based):

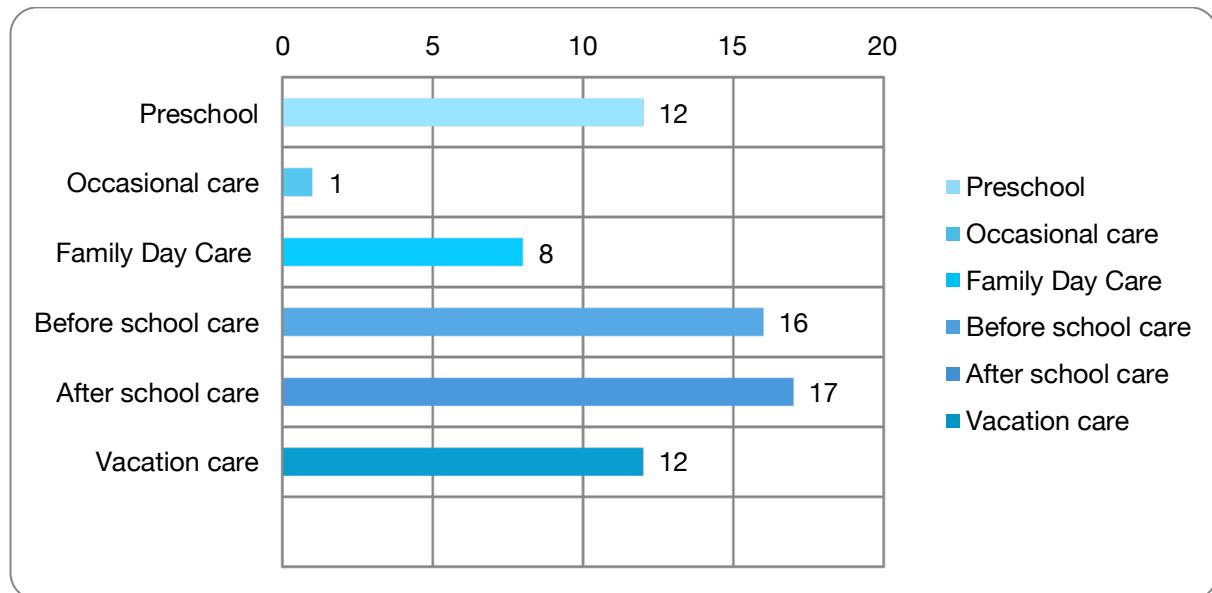
- Families using non-council services were more likely to mention convenience and location and quality of staff as the things they most appreciated about their services.
- High fees, lack of places and high waiting lists were the negatives most respondents from non-council services mentioned.

Families were also asked which education and care services they believed were in undersupply:

- Before and afterschool care was seen as in undersupply by 72% of recipients, with 58% of recipients believing there was a shortage of long day care and 57% believing there was a shortage of preschool places.

7.2. Feedback from local education and care services

To gauge education and care providers thoughts about demand and supply, occupancy and fee levels at services, services in the LGA were given the opportunity to complete a survey or respond to a phone interview. 79 services participated.



7.2.1. Trends identified by services

The following issues and opportunities were raised by respondents of the service interviews:

- There is a perceived oversupply of LDC places, particularly in Auburn, Merrylands, Wentworthville, and Greystanes. Some services suggested that Council should stop approving new centres where there is sufficient supply, indicating a lack of understanding of the SEPP.
- There is a perception that there are a large number of FDC educators operating in the LGA and children are not getting the education and care needed to prepare them for the transition to school.
- There is a role for Council to play in providing training for services, to increase quality and programming, and to increase Indigenous programming.
- There is concern that the quantity of services is too high and that there is not enough quality services.

7.3. Feedback from education and care sector

To gauge the thoughts about supply and quality of education and care providers in Cumberland and peak organisations in the education and care sector, a workshop was held to elicit feedback and thoughts.

The feedback from the workshop is included in full in Appendix 2.

An idea that received strong support on the day involved Council engagement or leading of advocacy from Council around the need for Council's to be returned some of the controls over approvals of new education and care services that were removed via the SEPP.

Participants of the workshop also were in favour of Council working with services using various suggested mechanisms to increase quality.

Participants also raised the idea of Council making more information available to potential developers about the existing supply and demand of education and care in the Cumberland LGA.

8. Priority needs and recommendations

This study has shown that there is likely to be an undersupply of education and care services for 0-5 year olds in the Cumberland LGA in the future and that, although there is unlikely to be an undersupply of services for 5-12 year olds across the whole LGA, there is likely to be an undersupply in some suburbs.

This study has also shown that there is a large number of poor quality education and care services in Cumberland and that, given the LGA's social, cultural and economic diversity, access to high quality services is important for improved outcomes for local children.

Council's strategies in this area and any Child Care Strategy it formulates should be based on:

- Providing accurate information on demand for new quality education and care services for children aged under 5 years in the near future and the underutilisation of existing services.
- Encouraging and advocating for growth in the supply of OSHC in areas of the LGA where it will be needed.
- Ensuring that the quality of care in the area matches the quantity of care being provided.
- An understanding that the quality of education and care being provided in the LGA by services, other than Council's own, is less than other areas of Australia.
- An understanding that the impact of the new SEPP means that Council has had its capacity to refuse or modify DAs for education and care severely curtailed.

8.1. Priority needs

Education and care services that meet the needs of diverse residents and those working in the LGA

Supply is not just about places. Council owned facilities and future new services need to address the needs of the diverse Cumberland community including:

- Services that work for diverse families and are sensitive to the needs and preferences of culturally diverse families.
- Services in the parts of the LGA where they are needed.

Access to quality education and care services in the LGA

Supply is also about quality provision. Families in the Cumberland LGA currently have access to fewer high quality services than in other areas and a larger number of poor quality services – especially in long day care and family day care services. Although Council's services are almost universally high quality, other services are currently rating a lot lower than services in other parts of

Australia. Council needs to act where and how it can to improve the quality of services available for its residents.

This is particularly important to support improved educational outcomes for local children, many of whom may face language barriers (new arrivals) and come from lower income households.

According to the Children and Families Strategy Survey, the skills of staff at centres was the number one most important factor for families when choosing care in the Cumberland LGA. There is a high need to improve the quality of services across the LGA but particularly in Auburn, Lidcombe, Berala and Girraween. As Council's services are all high quality services, Council may be able to play a leadership role in the pursuit of quality. Council can encourage local services to work with them to increase quality outcomes.

Access to affordable early education and care services for low income earners

Working toward the provision of affordable early education and care services for lower income households. The cost of care was the second most important factor for families when choosing care. While affordability is important for most households, there is a high need to ensure affordable care in Auburn, Berala, Granville, Lidcombe, Regents Park and Westmead-Mays Hill.

Sustainable education and care provision

Education and care provision is not sustainable where services are dealing with low occupancy. Addressing the low utilisation rates of many services across the LGA (which could be related to low quality or an oversupply of services in some areas) will help to ensure sustainability of supply. This could be done through measures relating to improving quality but also via provision of assistance in marketing and promoting the role of early education.

Oversupply in some areas of the LGA could also be addressed by sharing this needs analysis or actively discussing occupancy numbers to discourage developers building new services in areas of oversupply. The possible exceptions to this are in Auburn, Guildford, Berala and Merrylands (0-5 years); and Auburn, Merrylands and Granville South (5-12 years).

Equitable access to Council services

Residents may need equal access to Council run services. Addressing the inequitable distribution of Council services, with a lack of Council run services in the eastern part of the LGA, could be considered. As Council services are of higher quality than other services in the LGA, to ensure equity of access to high quality services, Council could consider seeking opportunities to develop new services in the areas where demand will outstrip supply; where quality outcomes are low; and where affordable quality care is important due to high proportions of low income households, and non-English speaking households.

Access to OSHC in new schools

Advocacy with the Department of Education and the NSW State Government more broadly to ensure that provision of OSHC services is made in any areas of school expansion or new school provision.

8.2. Recommendations

Recommendation 1:

Adopt principles committing Council to education and care provision in the LGA

That Cumberland Council:

1. Acknowledges the right of children to access high quality early education and care and recognises the myriad benefits that children and the wider community derive from children having such access.
2. Acknowledges the importance of high quality early education and care to deliver social, economic and educational outcomes for children, families and neighbourhoods. Council also acknowledges that ensuring accessible high quality education and care provision for all children is one of the strongest mechanisms available to ameliorate socio-economic inequality for children.
3. Recognises that education and care must be universally accessible to and inclusive of children from diverse backgrounds and for children with additional needs. This includes being in close proximity to public transport and pedestrian/active transport links.
4. Recognises the importance of the development and availability of a range of services that are affordable to the socio-economic diversity of residents and workers in the LGA.
5. Acknowledges that new services that are appropriate to the unique social needs of local communities and where there is demonstrated demand, must be fostered.

Recommendation 2:

Improve quality outcomes across all early education and care services within the LGA

This can be achieved by:

- Providing training and support for local services to increase quality outcomes.
- Encouraging the provision of high quality new education and care centres/facilities through the DA process.
- Owning and operating new early education and care centres in the east of the LGA, and in areas where quality outcomes are low; where demand will outstrip supply; and where affordable quality care is important:
 - The highest priority suburbs for new high quality Council owned services for children aged 0-5 years (these could be owned and operated by Council, or owned and leased to a community provider) are Auburn, Berala, Lidcombe, Regents Park. These areas currently have demand for future places, low or no provision of Council services, and low quality service provision.
 - The highest priority suburbs for new high quality Council owned services for children 5-12 years are Auburn, Berala and Lidcombe.

- Advocating to the Department of Education and the NSW Government to take a greater role in supporting better quality outcomes including:
 - To the State Government around taking a greater role in supporting better quality outcomes in services (for example through Improvement Officers like in Victoria, or special approval services)
 - Around changes to the SEPP
 - To the Department of Education around schools making allowance for OSHC
 - Advocate to bring back the boundaries for FDC operation within the LGA boundary.
- Responding to the low utilisation rate across the LGA (which could be related to low quality or an oversupply of services in some areas). This could be done through measures relating to improving quality but also via provision of assistance in marketing and promoting the role of early education.

Recommendation 3:**Manage future supply to encourage new high quality services in areas of high need, and discourage services in areas with adequate supply**

Council can work toward managing future supply to encourage new places in areas of need and discouraging new places in areas of oversupply by:

- Providing toolkits and information online to developers around early education and care supply, demand and occupancy numbers to discourage developers building new services in any areas with the possible exceptions of services in Auburn, Guildford, Berala and Merrylands (0-5 years); and Auburn, Merrylands and Granville South (5-11 years).
- Providing toolkits to developers around best practice approaches to early education and care facility design.
- Work with Department of Education to ensure that all future schools include OSHC facilities.

Appendix 1 Definitions of Early Education and Care

Early childhood education and care is a more contemporary and broader term than child care for children aged under 5 and 5 to 11 years. It reflects the understanding that all child care services also provide early education and that care is implicit in education. The following service types are defined as early education and care.

Long Day Care (LDC)⁹

This is early education and care provided in centres aimed primarily at under 5 year olds, provided in a centre staffed by a mix of qualified staff. Long Day Care services provide all day or part-time care or flexible care for short periods of time. Centres typically operate for eight to 11 hours per day Monday to Friday and are required to operate for a minimum of 48 weeks per year. Families whose children attend Long Day Care are eligible for the Child Care Subsidy from the Australian Government. These centres are approved to care for a specified number of children. Long day care centres operate under the Education and Care Services National Law and the Education and Care Services National Regulations and are approved to operate by the NSW Department of Education. These services are rated against the National Quality Standard for Education and Care Services by the Department of Education. Most Long Day Care services provide a preschool program for children in the year before school.

Family Day Care (FDC)

This type of early education and care is usually provided in the home of an educator. An educator may provide care in their home for a group of children. Family Day Care must be provided as part of an approved service, by an approved provider. Family Day Care services are aimed primarily at under 5 year olds, but primary school children may also receive care before and after school, and during school vacations. Family Day Care schemes are approved to operate under the Education and Care Services National Law and the Education and Care Services National Regulations and are rated against the National Quality Standard for Education and Care Services. Family Day Care services must operate for at least 48 weeks per year. No more than seven children at a time may be in the care of each Family Day Care educator, and no more than four of the children can be preschool age or under. Families using Family Day Care are eligible for the Child Care Subsidy from the Australian Government.

Outside School Hours Care (OSHC)

This provides care before and after school hours and during school holidays for children who normally attend school aged between 5 to 12 years¹⁰. Outside School Hours Care (OSHC) services

⁹ Under changes to the Family Assistance Legislation from July 2018, the term long day care services has now been replaced with the term centre based day care services, to refer to Federal Government Approved centre-based day care (i.e. not preschool services). This change was made in recognition of the removal of the number of hours such services must operate – previously they had to operate for at least 10 hours – i.e. for "long days". This report, however, uses the terminology still in current usage in the community – of long day care services.

¹⁰ NOTE: Cumberland Council's OSHC services are available for children from 5 to 14 years

must operate for at least seven weeks per year. OSHC services operate under the Education and Care Services National Law and the Education and Care Services National Regulations and are approved to operate by the NSW Department of Education. These services are rated against the National Quality Standard for Education and Care Services by the Department of Education. Families using OSHC are eligible for the Child Care Subsidy from the Australian Government.

Preschools

Preschools are usually provided at a centre staffed by qualified and other staff on a sessional basis in a dedicated Preschool centre. These services are primarily aimed at children 3 to 5 years. Preschool programs, the same as offered at dedicated preschools, may also be provided in Long Day Care centres. Preschools may be run by local councils or community organisations. The NSW Department of Education also offers some preschools within the grounds of some primary schools. Preschools are partially funded by the NSW Government and families who use preschools are not eligible to receive the Child Care Subsidy from the Australian Government. The State Government wholly funds Department of Education preschools. Community based preschools receive additional funding (from the State Government) for families who use their service with low incomes or Aboriginal and/or Torres Strait Islander backgrounds to enable them to reduce the fees for these families. Preschools operate under the Education and Care Services National Law and the Education and Care Services National Regulations and are approved to operate by the NSW Department of Education. Similarly to Long Day Care, these services are rated against the National Quality Standard for Education and Care Services by the Department of Education.

Occasional Care

Occasional Care is a centre-based form of child care for 0-5 year olds which is responsive to the needs of the general community and provides flexible care which allows parents to meet their work-related and non-work related commitments. Families can access OCC regularly on a sessional basis, or irregular. OCC services do not offer full-time, all day care except in extenuating circumstances. OCC can provide care at short notice and immediate emergency care. Occasional Child Care Services are approved to operate under the Children (Education and Care Services) Supplementary Provisions Act 2011 and are not subject to rating against the National Quality Standard. Families using these services are eligible for Child Care Subsidy.

Appendix 2 Education And Care In Cumberland workshop outcomes

Workshop purpose

Cumberland Council held an Education and Care in Cumberland Interagency workshop to present key findings, and engage in action planning with key stakeholders, around supply and demand of quality education and care services in Cumberland. Information around Cumberland's benchmarks for education and care provision for children aged 0 to 12 years and factors impacting service uptake and ensuring supply meets demand for education and care in Cumberland was presented.

Participants were invited to have input into key actions to improve the provision of education and care in Cumberland.

Date: Thursday 11 April 2019

Time: 10.00am - 1.00pm

Venue: The Holroyd Centre, 1-17 Miller Street, Merrylands.

Attendees

All education and care peak bodies, stakeholders and services in the Cumberland Local Government Area were invited to attend. 66 stakeholders attended the workshop from the following stakeholder groups.

Cumberland Council staff	24
Fairfield Council	2
Campbelltown Council	1
Georges River Council	1
Cumberland Councillors	2
Early Education and Care services (LDC, Preschool, OSHC, FDC)	23
NSW Government	3
Peak bodies & Community Service Organisations	10
TOTAL	66

Workshop outline

1. Arrival and registration
2. Introduction & Acknowledgement of Country
3. The State of education and care in Cumberland
Presentation Lisa Bryant and Sarah Reilly All of group Q & A and Discussion
4. Improving quality of care in Cumberland
Small group activity around three areas of quality improvement for Cumberland:
Advocacy/Sector training and support/Planning
5. Managing future supply
Small group activity around strategies to ensure we get the right types of supply to support our growing community: Priority needs/Information/Planning
6. Close and lunch/networking

Workshop outcomes

Activity 1: Ensuring quality education and care

PART A:

Questions: If your group was the boss of everything (Council, DoE, Department of Education and Training) how would you advocate, provide professional development and/or plan for better quality education and care in Cumberland?

Group 1	Return to Children's Services Advisor's model to promote support for the sector.
	Return to Federal Government funding for professional development scheme.
	Continue professional development training.
	Measurable assessment and rating instrument/system. To ensure consistency of quality.
	Cap on the size of centre's – 65 places – Based on research to ensure high quality care.
	Oversupply: Power back to council.
	Councils and Industry Association to work together to lobby State Minister to give power back to council (within any legislation changes achieved, stop the land and environment to stop over ruling).
	Education for families in regards to the different care types and quality. Advocating for early learning programs (difference between family member in home and in professional care setting). What is quality? Define.
	Studies and media to support consistent messages on State Government to run campaigns on the importance of early education – 0-5 – (same emphasis as school 5-18).
Group 2	Change the approach to A+R – move away from a 1-2 day assessment to a more cumulative assessment – quality improvement focus not "assessment" focus.
	Policy level – all three levels of government working together.
	Social Impact Assessment of new centres to be considered 6 year planning panel.

	At local government level, every Local Government Area to have on Early Education and Care steering committee. Supply and demand. Local issues. Local needs. Quality care.
	Increased funding and support for children with additional needs.
Group 3	OOSH – Leases with schools increase of rent.
	Consistent use of space in schools.
	Rent is increasing however spaces are being taken away.
	Stronger partnerships with Principals and Department.
	Stronger partnerships with DEC advisors.
Group 4	<p>MCH</p> <ul style="list-style-type: none"> Secure venue. Schools growing rapidly. At each primary school to provide quality care. Suitable venues. Separate national standard for OOSH than EE&C. Change OOSH to recreation and care. Remove unnecessary documentation to increase quality care.
	<p>ECH</p> <ul style="list-style-type: none"> Closer relationships with families. Regulating the size of the services E.g. capping occupancy –70-75 children – creates a sense of quality and community.
Group 5	Quality Early Childhood teachers and training for Diploma and Certificate III – some RTO's are not quality.
	Changing the 'stigma' around Family Day Care.
	Having OOSH services on all school grounds to eliminate transport needs.
	Limiting of how many locations for services. Measurements on where centres can be.
	Monitoring processes more regularly – changing the stigma of the Department.
	Assessment and rating workload is large and centres are going long periods without being assessed.
	More funding – affordable for all families.
	Viewing childcare and early years as educational and valuing the first years rather than pushing to school.

Group 6	<p>Complete review of NQF</p> <ul style="list-style-type: none"> Use as a time to lobby and voice feedback.
	<p>Minimum qualifications - raising the benchmark.</p> <ul style="list-style-type: none"> FDC needs more support to acquire knowledge in order to be able to supply quality care. There needs to be an expectation to have a completed qualification. Improve to base knowledge of the educators running FDC - more specific regulations FDC need more experience (centre based) before allowing them to run a centre of their own.
	Buddy system - exceeding services to buddy with the working towards centres to be able to mentor.
	Empower councils to be able to have more control over the development of centres.
	<p>Assessment and rating - processes to be put in place to allow for lower quality services to be an indicator to improve practices.</p> <ul style="list-style-type: none"> State government program for working towards services – compulsory for those not meeting standards (this is currently voluntary).
	Increased peer support for those training within LDC.
Group 7	<ul style="list-style-type: none"> Have a team of staff - that support services working towards significant quality. Promote as we're here to here to assist. Create a QIP - capacity service.
	Need to improve filtering process from Day 1.
	<p>Implement training prior to the opening of the centre before the license is granted.</p> <ul style="list-style-type: none"> Mandatory training for the approved provider.
	Government & Council provide access to knowledge and support free of charge or minimal cost.
	Community organisations - programs - what's available.
	<p>State Government Local Council - employ a team to oversee – enforce this.</p> <ul style="list-style-type: none"> Have a process where they have to do an ongoing course/training as a requirement to continue their licenses.
	All organisations have access to staff swaps.
	Remove SEPP give power back to Council.
	<ul style="list-style-type: none"> Bring back CSP funding - can reduce fees.

	<ul style="list-style-type: none"> Provide education for the community regarding what is a quality service.
	Consult – capacity – lift quality – who needs it.
Group 8	Supply: Restrictions on locations E.g. not close to other centres.
	Fair competition.
	Land rates: Fair (impacts budget and staffing). E.g. not for profit paying commercial rates.
	Regulations need to be raised.
	Qualifications and checking/verifying TAFE (greater authority).
	Training organisations raising (TAFE) standards.
	Increase pay for staff and recognition for the industry.
	Education and care replacing the term “childcare”.
	Minimum qualifications for FDC.
	Compare Australian regard for education and care vs nations like Finland.
	Further regulation on training institutions.
	Bring back funding – LDC PDP funding (including preschools). -Need to be policed more – used correctly and not lifting prices.
	Value for sector.
	DOE having further contact/relationship with the service. Beyond a spot check. E.g. DOCS.
	A+R for more than one day – talk to families.
	Assessors not having their own agendas.
Group 9	Issue: Competition in setting and retaining educators. Centres are too long.
	Use of ratings to promote quality centre/marketing/support to market quality care (support network). <ul style="list-style-type: none"> Cumberland Education Limited.
	Potential development opportunities to improve quality (that is affordable) could be supplied by government (Federal and families on KCI issues and weakness areas). Could be Council consider trainer the trainer style.

	Improve accreditation standards for educators (Diploma).
	Work with new Federal Government to influence planning changes. Political pressure, lobbying State and Federal MPs. Keep pressure on New Minister for planning opportunities.
	Work with private sector to build data.
	Bus kids to other OOSH services in the area when OOSH is at capacity.
	Determine assessment and demographics of greater metro to supply tracking timing.
	Communities of service to deliver volunteering.
	Meeting (Pre DA) planning and development Cumberland.

PART B:

Question: Which of these ideas could realistically be achieved – given that we are not the boss of everything?

- Staff/Education/Families
- Professional development scheme back to strengthen the quality of educators
- Return of children's services advisors to work on a collaborative partnership of quality.
- Move away from a policing mentality.
- Different approach to A+R.
- Every Local Government Area to have an EEC committee.
- Professional development funding for all services, to increase quality and retain educators.
- Assessment and ratings to be fair and equitable process E.g. consistent assessors.
- Stronger partnerships between schools and OOSH services. Designated spaces in schools to provide safe home-like environments.
- NQS Review – Advocating to separate OOSH.
 - Advocate for a waiver would rely on proving you can meet the needs of children for NSW to cap child care service size.
 - Capping size of Early Education & Care Centres – especially 0-2 rooms/services.
- Advocating to hold State Government to their policy.
- Changing the image/stigma of FDC.
- Quality Early Childhood Teachers & Diploma, Certificate III.
- Standardised fees – competition around quality not fees.
- Inclusion and access for additional needs in all services – not closing the door on people when you find out about a diagnosis.

- Agreed with changes to the Assessment & Rating and monitoring more regularly because a lot can change in those periods.
- Improvement of the training and knowledge for the FDC services and their providers – empowering providers to have ability and personal development to be able to keep their educators well informed.
- Increased funding towards the voluntary state government program – this would be used as a compulsory program for centres consistently not meeting standards.
- Changing language across Cumberland to education and care.
- Advocacy to gain controls regarding new DA – use the data to challenge.
- Share resources and training. Build relationships.
- Improved relationship with DOE.
- Council providing/sharing information to private sector and developer to influence and build childcare.
- Community sharing experiences around rating.
- Strengthen networks.

ACTIVITY 2: Managing supply

Question: What ideas do you have ensure the right supply of education and care to service the current and future population of children and families?

IDEA	TALLY
Approvals to Federal Government on supply and demand.	1
Cumberland to advocate to State Government around sharing data around supply and demand.	2
All councils with the sector association to form a group to lobby the NSW State Planning Minister to get rid of, or drastically change the SEPP to give Council control over where centres should be built that best meets supply and demand. This group should also lobby NSW government to ensure Land & Environment can overturn Councils decision.	3
Local Council to have power to assess the need to see if there is a demand to build new education and care centres in the area.	7
Implement a local steering committee for quality EEC in Cumberland to understand local needs and issues around supply and demand.	1
High demand for pre-school places but not many around so Council needs to review their guidelines for services that wish to renovate existing service to accommodate more children.	3
Council database of supply and demand available to all developers/not-for-profits and kept up to date.	6
Capping restriction on location of services in the area. Linked to supply and population.	5
Incentives/funding to support services opening in priority areas.	1
Additional funding from Federal and State government to support professional development/back fill of staff (occasional care & preschool).	1
OOSH: Greater communication with schools, DET, LDC centres to be able to follow the trends and advertise your vacancies to the stakeholders.	1
Assessment and rating to be fair and consistent.	2
Providing services in areas where there are little or no EE&C service with monetary incentives to do so.	1

Create a visual/map of areas in need of Early Childhood Services (type) on council website to be available to the public.	1
Address and understand vacancy rates to drive better utilisation in areas of need.	2
Vacancy Data: Need forum that allows vacancy data to be shared.	1
Build relationships and understanding with the broader community to attract and engage people in education and care. Do we need to modify services?	2
Opening/Management of Centres: OOSH - stronger relationships with the department and principals / P&C. Stigma change from DET approach. Educating Principals from DET.	1
Government Participation: Made available to approved providers and customers.	1
More policing of fraud and poor quality services (close them down).	1
Standardised fees in an LGA to ensure competition is based on the quality.	1
Multipurpose centres. E.g. before and after school care and preschool as Penrith Council do.	1
Council to bring developers into Cumberland Educators United early.	1
Council plan for infrastructure before approving high-rise units.	1