



# Toy Libraries AUSTRALIA

*Where play is our business!*

## Toy Library Quality Standards

**Toy Libraries**



**AUSTRALIA**

Draft v1.0 April 2019  
info@toylibraries.org.au  
[www.toylibraries.org.au/qualitystandards](http://www.toylibraries.org.au/qualitystandards)

# About Toy Libraries Australia

Toy Libraries Australia is the peak body for over 280 not-for-profit toy libraries in Australia and is a non-profit incorporated association and charity. We promote the importance and the value of play and aim to raise the profile of toy libraries in the community by publicising the role of toy libraries in promoting play, educating children and supporting families.

Encouragement, information and advice is offered to prospective and existing toy libraries, using accumulating knowledge and depth of experience. Networking of libraries is a key priority.

Toy Libraries Australia is proud to support toy libraries from Frankston in Victoria, to Karratha in Western Australia, to Mackay in Queensland.

## What is a toy library?

At a toy library you can borrow from a vast array of well-made toys that have been designed to support your child's skill development and imagination. Toy libraries aim to support families and encourage togetherness with quality time spent playing with children.

Toy libraries vary from library to library. They may be located in the local scout hall or within the municipal library, have 20 member families or 1200, employ a staff member or rely solely on their member volunteers.

Toy libraries do have some fundamental characteristics, they:

- provide quality educational items for loan
- are inexpensive (usually an annual subscription is charged)
- principally cater for younger children (although more toy libraries now stock games and puzzles for older children and adults)
- have a range of items covering all stages of growth and development
- provide an opportunity to meet other carers to share concerns, interact with others and make new friends
- help parents and carers learn about the ages and stages of child development
- usually open during set days and hours.

## Why quality standards for toy libraries?

Toy libraries across Australia vary because local people work together shaping them to respond to individual community needs. But despite this variation there are some core standards that universally apply.

Making sure your toy library can grow over time and be around for many years to come relies on successfully generating income, having a positive profile in your community, and on being well managed in every respect.

Funders are increasingly seeking evidence of good quality provision when making decisions about grants and funding and quality frameworks are now commonplace across the early years sector. Quality standards for toy libraries are an important step in recognising toy libraries that are excelling, and providing all toy libraries guidance on improvement opportunities.

Whether you are just starting out or have been operating for many years, participation in the toy library quality standards will help you review your practices, ensuring that your toy library is on a sound footing. Attainment of a Toy Libraries Australia Quality Award will be recognition of good practice and something of which your toy library will quite rightly be proud.

### Assumptions

A number of key threads run throughout these standards and form the base upon which high quality services can be build:

- Placing children and toy library users at the heart of our service
- Recognition of and support for diversity
- Protecting all children
- Integrating toy libraries within the local community
- Supporting parents and carers
- Awareness of access issues
- Valuing the unique contribution that individuals can make
- Awareness of health and safety issues

# How to use these quality standards

These quality standards can be used in four different ways depending on the resources available to the toy library.

## 1. Self-assessment

Member toy libraries perform a self-assessment against the standards and use this as a basis for developing an action plan to address areas where standards have not been met.

The toy library could decide to focus on a small number of standards each year or do a comprehensive review of all aspects of their operation. You do not need to register with Toy Libraries Australia (TLA) to use the quality standards in this way.

## 2. Certificate of participation

### **The toy library has completed the quality standards self-assessment process**

Self-assessment results and action plans are sent to TLA as proof of completion. TLA will review the self-assessment and action plans for completeness, but not review the contents or provide feedback. The toy library receives a certificate of participation from TLA indicating that they have completed the quality standards assessment.

*A small charge of \$50 will be payable to TLA to cover the staff costs of reviewing the documentation and issuing a certification of participation.*

## 3. Award for meeting quality standards

### **The toy library is 'at standard' across all standard categories**

Self-assessment results and the relevant supporting evidence are sent to TLA. TLA reviews the materials and confirms that they support the self-assessment that the toy library is 'at standard' across all categories. If additional information is required, the toy library has the opportunity to submit this. TLA will also provide suggestions on other opportunities for improvement that the toy library has not identified in their self-assessment.

The toy library receives a certificate stating they meet the quality standards and the right to use the TLA quality standards logo for the next three years.

*There is a charge of \$500 to cover up to 10 hours of support from TLA staff in reviewing the materials, making suggestions, and for the rights to use the TLA quality standards logo.*

## 4. Commendation award for exceeding quality standards

**Toy library is 'at standard' across all categories and 'commended' in at least four categories**

The process is the same as for the award for meeting standards, however if the toy library proves they exceed the required standard in at least four categories, a commendation will be also awarded.

**All toy libraries who have participated in the quality standards and/or received awards will be listed on the TLA website to provide external verification of the amazing work the toy library has done in completing the quality standard process.**

## Overview of contents

The Toy Library Quality Standards has seven categories



1 Know where you're going



2 Getting your house in order



3 Building a team



4 Making it happen day-to-day



5 Supporting your users



6 Managing the money



7 See and be seen

# How to self-assess your current performance

Across the seven categories there are 41 standards, each outlined on a separate page and including the following standard elements:

## 1.1 Understand your local community

It is worth taking the time to understand the community in which you operate because it means your services will be shaped to meet real needs. Relevant factors could include transport issues, housing types, population growth, minority groups, languages spoken, literacy levels, employment and unemployment, skills shortages, childcare needs, health issues, education levels, teenage pregnancy figures, special needs and anything else of which you are aware.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Reviewed your local area community profile.</li> <li>Reviewed your council's early years plan, children's services strategy or similar document.</li> </ul>	<ul style="list-style-type: none"> <li>Identified local issues that could impact the community's use of the toy library.</li> <li>Surveyed members and/or the community to understand their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identified new directions or possible changes to your service you may wish to explore or develop as a result of seeing gaps in your community.</li> </ul>

**SELF ASSESSMENT:**

### Useful resources

- Community profiles available at [profile.id.com.au](http://profile.id.com.au)
- Your council's website

### Documents required for assessment

- Documentation of the demographics of your community, local issues relevant to the toy library and potential trends that might impact your toy library (this may be in your toy library plan)
- Member/community survey results

## Standard elements

Explanation as to why the standard is important

Required performance to be assessed at each of three levels  
All requirements of lower levels must be met before you can self-assess at higher levels

Space for you to write your self-assessment rating

Resources that might be useful in improving your performance in this standard

Documents required to be submitted to TLA if applying for a quality standards award

After reading the standard benchmarks for 'Minimum', 'At Standard' and 'Commended' achievement, record your self-assessment of your current level of achievement on each standard's page. There is also a summary table on pages 8-9 that should be completed if you wish to receive a certificate of participation or apply for a quality standard award.

Your committee may decide that you are happy with your performance on each standard, or that you want to do more work to improve your level of achievement. If you decide to do more, document your proposed improvement actions on the template on page 10.

If you are hoping to receive an award, you will also need to check you have the documentation to support your self-assessment. Put all the supporting documents in a folder with the file name starting with the number of the standard (e.g. 1.1 member survey results). This is not necessary for a certificate of participation.

## Summary of self-assessment

Tick the appropriate box to transcribe your self-assessment rating for each standard into this table. Your category rating is your lowest rating for a single standard in the category.

*Send these pages to Toy Libraries Australia if you wish to receive a certificate of participation or apply for a quality standard award.*

#	Standard element	Self-assessment rating				Category rating
		No achievement	Minimum	At Standard	Commended	
<b>Standard 1: Know where you're going</b>						
1.1	Understand your local community					
1.2	Set clear goals					
1.3	Make links					
<b>Standard 2: Getting your house in order</b>						
2.1	Understand your legal responsibilities					
2.2	Ensure effective member representation					
2.3	Be child safe					
2.4	Have adequate insurance					
2.5	Implement policies and procedures					
2.6	Establish risk management controls					
<b>Standard 3: Building a team</b>						
3.1	Ensure an equal opportunities approach					
3.2	Be clear on roles and responsibilities					
3.3	Support paid staff and volunteers					
3.4	Offer opportunities for training and development					
3.5	Staff know and received their entitlements					
3.6	Dealing with inappropriate behaviour and complaints					
<b>Standard 4: Making it happen day-to-day</b>						
4.1	Have adequate, accessible space					
4.2	Select good toys for your collection					
4.3	Keep toys well displayed, clean and safe					
4.4	Inform users on what toys are available and their suitability					
4.5	Protect the privacy of members					
4.6	Help members understand how your toy library works					
4.7	Systems help you track members and protect stock					

#	Standard element	Self-assessment rating				Category rating
		No achievement	Minimum	At Standard	Commended	
<b>Standard 5: Supporting your users</b>						
5.1	Provide services that respond to community needs					
5.2	Encourage users to play					
5.3	Support users and empower children					
5.4	Encourage user involvement and volunteering					
<b>Standard 6: Managing the money</b>						
6.1	Financial responsibilities are clear and safeguards are in place					
6.2	Financial position is forecast and tracked					
6.3	Fees and charges are affordable					
6.4	Grant and fundraising sources are considered					
<b>Standard 7: See and be seen</b>						
7.1	The toy library has distinct branding					
7.2	The community knows about the toy library					
7.3	Professionals know of and promote your services					



## Acknowledgements

Toy Libraries Australia would like to acknowledge Ann-Marie McMillan, a member of the former National Association of Toy & Leisure Libraries (United Kingdom) for sharing their document *Quality Play Matters: a quality assurance award for Toy & Leisure Libraries*. Thanks also to Pat Atkinson and Lesley Fox who were instrumental in developing *Quality Play Matters*.

These quality standards are largely based on the *Quality Play Matters* approach, updated to capture changes in available technology and resources, and to reflect the Australian toy library environment.

These Australian Toy Library Quality Standards were developed by the 2018/19 Toy Libraries Australia Committee, including Debbie Williams, Amy Williams, Jane O'Connell, and Rebecca Lalor.



Standard 1

Know where  
you're going

## Standard 1: Know where you're going

Developing your toy library is a journey and like most journeys it helps to have a good idea of where you want to go at the outset. You may be at the beginning of your journey or part way through. From time to time it is useful to look back and reflect on where you have been, to look at where you are now and to check you are still on the right course. Maybe you want to change your journey plans a little to take into account new factors, experiences, learning and demands. In essence this section is about 'strategy'. Here you are asked to look at local factors that can assist you to shape your services to meet local needs. It will help you to set or check your course, make sure you are taking people with you along the way and to shout your message loud and clear.

In order to know where you are going you need to know where you have come from and to have goals for the future. You need to be able to tell others and to spread your message far and wide. Before you can confirm your goals you need to fully understand the community you serve in order to be sure your goals are the right ones.



*Knowing where you are going includes three standards:*

<b>1.1</b>	<b>Understand your local community</b>
<b>1.2</b>	<b>Set clear goals</b>
<b>1.3</b>	<b>Make links</b>

## 1.1 Understand your local community

It is worth taking the time to understand the community in which you operate because it means your services will be shaped to meet real needs. Relevant factors could include issues such as housing types, population growth, minority groups, languages spoken, literacy levels, employment and unemployment, skills shortages, childcare needs, health issues, transport issues, education levels, teenage pregnancy figures and special needs.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"><li>• Reviewed your local area community profile</li><li>• Reviewed your council's early years plan, children's services strategy or similar document</li></ul>	<ul style="list-style-type: none"><li>• Identified local issues that could impact the community's use of the toy library</li><li>• Surveyed members and/or the community to understand their needs</li></ul>	<ul style="list-style-type: none"><li>• Identified new directions or possible changes to your service you may wish to explore or develop as a result of seeing gaps in your community</li></ul>

### SELF ASSESSMENT

### Useful resources

- Community profiles ([profile.id.com.au](http://profile.id.com.au))
- Your council's website

### Documents required for assessment

- Documentation of the demographics of your community, local issues relevant to the toy library and potential trends that might impact your toy library (this may be in your toy library plan)
- Member/community survey results

## 1.2 Set clear goals

Having clear goals means that everyone can work together with a sense of common purpose. You need to let both your toy library members and stakeholders outside your organisation know about your aims - what you are trying to achieve and why.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Discussed and agreed goals for your toy library in the last year</li> </ul>	<ul style="list-style-type: none"> <li>Has a long-term vision/mission/purpose statement</li> <li>Has a written plan which includes clear goals (or 'aims', 'objectives' or similar)</li> <li>All members of your committee are aware of your vision and plans</li> <li>Progress against your plan is reviewed regularly</li> </ul>	<ul style="list-style-type: none"> <li>Key external stakeholders are identified</li> <li>Members and key stakeholders know about your purpose and goals</li> <li>Progress against your plan is communicated to members and key stakeholders</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Guide to strategic planning ([www.communitydirectors.com.au/icda/tools/?articleId=5736](http://www.communitydirectors.com.au/icda/tools/?articleId=5736))

### Documents required for assessment

- Vision/mission/purpose statement
- Toy library plan
- Minutes of committee meeting reviewing plan
- List of external stakeholders
- Examples of communication of progress of your plan to members and key external stakeholders (e.g. via an annual report or newsletter)

## 1.3 Make links

Knowing what other services are available in your community means that you will be able to avoid duplication as well as network and work in partnership to provide carefully planned services that complement and dovetail with others. Your local council may have a directory of services.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Made contact with appropriate council staff such as Family and Children's Services</li> </ul>	<ul style="list-style-type: none"> <li>Know what services are available in your community for families and children</li> <li>Has a strong ongoing relationship with the appropriate people at your council such as Family and Children's Services and elected councillors</li> <li>Regularly sends updates on toy library activities to other services</li> </ul>	<ul style="list-style-type: none"> <li>Local services know about your toy library</li> <li>Opportunities for collaboration with other local services are explored</li> </ul>

### SELF ASSESSMENT

### Documents required for assessment

- List of family and community services known to the toy library and how you have worked with each service
- Memorandums of understanding, contracts or similar documents demonstrating your relationship with council
- Examples of collaborations undertaken with other local services



Standard 2

Getting your house  
in order

## Standard 2: Getting your house in order

Who is responsible for your toy library? Your toy library may or may not have paid staff or a manager with responsibility for the day-to-day running, however a statutory body will be legally accountable for the toy library.

This may be an independent community of management, a council, or you may be part of a larger organisation like a neighbourhood house with a board. Whatever governance structure is adopted you need to be clear just who is responsible for running your toy library, any legal requirements you must meet, and put in place policies and procedures to help everything run smoothly.

The first part of this section helps you to look at governance and legal responsibilities, with subsequent questions looking at ways to minimise risk.

Throughout this section we will use the term 'committee' to mean the governing body of the toy library.



*Getting your house in order includes six standards:*

<b>2.1</b>	<b>Understand your legal responsibilities</b>
<b>2.2</b>	<b>Ensure effective member representation</b>
<b>2.3</b>	<b>Be child safe</b>
<b>2.4</b>	<b>Have adequate insurance</b>
<b>2.5</b>	<b>Implement policies and procedures</b>
<b>2.6</b>	<b>Establish risk management controls</b>

## 2.1 Understand your legal responsibilities

If you are a community-run toy library this may be the first time that many of your committee members have had legal responsibility for an organisation. If you are incorporated it is important to know and follow the requirements of your constitution/rules and the relevant Act.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Know the relevant Act which determines the regulatory requirements of your toy library</li> <li>• New committee members receive a copy of your constitution/rules on joining the committee</li> <li>• Committee members knows the legal responsibilities of the committee and individual office holders</li> <li>• The constitution/rules are up to date and the toy library is run in line with the constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Completes the TLA 'Toy Library Committee Checklist' annually</li> <li>• Has a calendar of all reporting requirements with clear responsibilities (e.g. to ACNC, ATO, state regulator, TLA)</li> </ul>	<ul style="list-style-type: none"> <li>• All committee members have read 'Overview of your legal responsibilities' from ICDA</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Constitution, rules and legal requirements folder (TLA member hub)
- 'Toy library Committee Checklist' ('Must Reads' folder of TLA member hub)
- Overview of your legal responsibilities ([www.communitydirectors.com.au/icda/tools/?articleId=1362](http://www.communitydirectors.com.au/icda/tools/?articleId=1362))

### Documents required for assessment

- Toy library constitution/rules
- Download of the relevant Act for your state
- Completed 'Toy Library Committee Checklist'
- Calendar of reporting requirements

## 2.2 Ensure effective member representation

Governing bodies are most effective when the members of the service are involved in its governance and decision making. It is therefore important that the toy library has a well-functioning committee and that meetings are effective.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Committee has member representation</li> <li>• Committee meetings always meet quorum requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Committee represents the diversity of members</li> <li>• All key positions on the committee are filled</li> <li>• Barriers to effective participation or attendance are discussed when new members join (e.g. timing, location, venue, childcare issues)</li> <li>• The meeting agenda, minutes of the last meeting and items for discussion at meetings are circulated at least two days prior to meetings</li> <li>• Committee members attend most meetings</li> <li>• There is an annual report to members</li> </ul>	<ul style="list-style-type: none"> <li>• Written delegations that decide who can make which decisions</li> <li>• Toy library users who aren't on the committee attend the AGM</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Committees' folder of TLA member hub

### Documents required for assessment

- An example of the agenda, minutes and papers sent to the committee prior to a meeting
- Table showing meeting attendance of each committee member in the last year
- Last annual report to members

## 2.3 Be child safe

Children and young people have the right to feel safe and be safe from abuse. Our insurer requires toy libraries to have a child protection policy and code of conduct, and in some states there are mandatory minimum Child Safe Standards.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Know the child safe standards that are applicable in your state</li> <li>• Implemented the TLA Child Protection policy and Code of Conduct</li> <li>• All paid staff have two reference checks, a working with children/vulnerable persons check (WCC) and police check prior to starting with the toy library</li> </ul>	<ul style="list-style-type: none"> <li>• All committee members, non-member volunteers and session leaders have WCCs</li> <li>• Processes for responding to and reporting suspected child abuse are known by committee and staff</li> <li>• Children are never left in the supervision of staff or volunteers (even while parents take toys to the car)</li> <li>• Two-person rule is always followed during toy library opening hours</li> <li>• Child protection policies are communicated to members</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to embed an organisational culture of child safety, including effective leadership arrangements, training and other HR practices are in place</li> <li>• Strategies to promote the participation and empowerment of children exist</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Child Safe Standard' folder of TLA member hub

### Documents required for assessment

- Child safe policy and code of conduct
- Examples of strategies put in place over and above the child safe policy

## 2.4 Have adequate insurance

Every toy library faces a certain amount of risk, whether it's ensuring the health and wellbeing of its volunteers or protecting its toys and property. It is important that every toy library has enough insurance to allow it to re-establish if disaster strikes.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Has insurance for the toy library's assets</li> <li>• Understands the types and amount of insurance coverage</li> <li>• Meets TLA requirements for high risk toys (including jumping castles)</li> </ul>	<ul style="list-style-type: none"> <li>• Has a way of accurately estimating an up to date value of toys (e.g. on your TL software program)</li> <li>• Annually updates the level of coverage you require (e.g. by providing TLA with updated information for insurance each year)</li> <li>• Understands the insurance summary provided by TLA and completes the TLA insurance quiz (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Has clear and timely communication with TLA about insurance issues</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Insurance through TLA' folder of TLA member hub

### Documents required for assessment

- If insurance is through TLA no documentation is required; if external insurance, a copy of your insurance policy

## 2.5 Implement policies and procedures

Toy libraries should have a set of policy documents, approved by the committee, that guide members and staff in their decision-making and day-to-day conduct. Following this, you need documentation of procedures to be followed in particular circumstances. Both policies and procedures should be reviewed periodically to ensure they still meet the needs of the toy library.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Has some policies</li> </ul>	<ul style="list-style-type: none"> <li>Has a comprehensive suite of policies including at least: delegations, toy purchasing, OHS, social media, complaints, privacy and staff performance review policies (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Processes are in place to ensure policies are regularly reviewed</li> <li>Procedures are in place to help people understand how to implement the policies</li> <li>Relevant policies are available to toy library members</li> </ul>

### SELF ASSESSMENT

### Useful resources

- ICDA Policy Bank ([www.communitydirectors.com.au/icda/policybank/](http://www.communitydirectors.com.au/icda/policybank/))
- 'Policies and procedures' folder of TLA member hub

### Documents required for assessment

- Toy library's policies and procedures

## 2.6 Establish risk management controls

It is important that toy libraries identify and deal with the risks that they face. It is also important that groups do everything in their power to ensure that people are properly protected. The fact that many of the people we are talking about are children and volunteers who give freely of their time makes this even more of a priority.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Toy library has an emergency evacuation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Has a risk management policy and a risk management plan</li> <li>• Procedures are in place to ensure toys are safe for use</li> <li>• Procedures are in place to minimise trip hazards in the toy library</li> </ul>	<ul style="list-style-type: none"> <li>• Toy Library 'Risk Management Checklist' performed annually</li> <li>• Quarterly venue OHS checked performed</li> </ul>

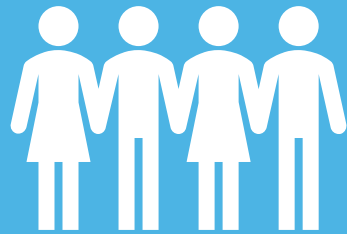
### SELF ASSESSMENT

### Useful resources

- 'Risk Management' folder of TLA member hub
- State Work Safe body ([www.safeworkaustralia.gov.au/law-and-regulation/law-your-state](http://www.safeworkaustralia.gov.au/law-and-regulation/law-your-state))

### Documents required for assessment

- Photo of your emergency evacuation plan
- Risk management policy, plan and any procedures in place
- Completed 'Risk Management Checklist'



Standard 3

Building a team

## Standard 3: Building a team

Getting the right people on your team, keeping them and providing on-going support and development is key to success. In this section the term 'team', refers not only to paid staff but to volunteers, members who help out, students on work placements etc. as well as those participating on your committee or management group. Everyone in your organisation is important!

There are many tasks involved in running a professional, thoughtful service. Each person's contribution is important to the smooth running of your toy library and every offer of help will be welcomed and valued. The person who tidies up at the end of the session is just as important as the people who book the toys in and out or manage the finances. It really is a team effort! Finding people to help and keeping them can be a challenge and you will want to make sure that you adopt an approach that puts the safety of children and equal opportunities to the forefront.



*Building a team includes six standards:*

<b>3.1</b>	<b>Ensure an equal opportunities approach</b>
<b>3.2</b>	<b>Be clear on roles and responsibilities</b>
<b>3.3</b>	<b>Support paid staff and volunteers</b>
<b>3.4</b>	<b>Offer opportunities for training and development</b>
<b>3.5</b>	<b>Staff know and received their entitlements</b>
<b>3.6</b>	<b>Dealing with inappropriate behaviour and complaints</b>

## 3.1 Ensure an equal opportunities approach

Human rights recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe. They are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.

Respect for human rights and ensuring an equal opportunities approach is the cornerstone of strong communities in which everyone can make a contribution and feel included.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Can demonstrate open, fair and equitable processes for members, volunteers and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Has a committee member with an understanding of HR roles</li> <li>• Toy library is accessible by those with disability</li> <li>• Toy library is welcoming to everyone regardless of their age, gender, abilities, race, sexual orientation, language or family structure</li> </ul>	<ul style="list-style-type: none"> <li>• Has an equal opportunity policy</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Business.gov.au – Equal opportunity and diversity ([www.business.gov.au/info/run/employ-people/equal-opportunity-and-diversity](http://www.business.gov.au/info/run/employ-people/equal-opportunity-and-diversity))
- Australian Human Rights Commission ([www.humanrights.gov.au/employers/good-practice-good-business-factsheets](http://www.humanrights.gov.au/employers/good-practice-good-business-factsheets) and [www.humanrights.gov.au/quick-guide/12030](http://www.humanrights.gov.au/quick-guide/12030))

### Documents required for assessment

- Equal opportunity policies and process documentation
- Examples of how your toy library welcomes diverse parts of your community

## 3.2 Be clear on roles and responsibilities

Most toy libraries rely on volunteer committee members to perform operational and management activities. To make the most of volunteers' time it is important to ensure there isn't confusion on who is responsible for what.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"><li>• Committee members have defined roles</li><li>• Staff have written job descriptions and are clear in their role and know where to go for help and support</li></ul>	<ul style="list-style-type: none"><li>• Key committee roles, including office holders, have written role descriptions</li><li>• At a minimum, the president has a good understanding of board responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Role descriptions are reviewed each year</li></ul>

### SELF ASSESSMENT

### Useful resources

- 'Committee and Staff and Volunteers' folders of TLA member hub
- ICDA, overview of board roles and responsibilities ([www.communitydirectors.com.au/icda/tools/?articleId=1310](http://www.communitydirectors.com.au/icda/tools/?articleId=1310))

### Documents required for assessment

- Copies of committee and staff (if applicable) role descriptions

### 3.3 Support paid staff and volunteers

Both staff members and volunteers must be provided with ongoing support to assist them to work productively and feel satisfied with their efforts. Both staff and volunteers are key to successful community organisations and should be treated with respect and care as they are valuable assets.

#### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Paid staff and volunteers know where to go for help and support</li> </ul>	<ul style="list-style-type: none"> <li>• Paid staff have regular performance reviews</li> <li>• Discussion are held within the committee on how to support staff and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Has a volunteer policy</li> <li>• Volunteer induction processes are documented</li> </ul>

<b>SELF ASSESSMENT</b>	
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#### Useful resources

- ‘Staff and Volunteers’ and ‘Policies’ folders of TLA member hub
- Volunteering Australia ([www.volunteeringaustralia.org](http://www.volunteeringaustralia.org))
- Our Community volunteer management factsheet ([www.ourcommunity.com.au/management/view\\_help\\_sheet.do?articleid=732](http://www.ourcommunity.com.au/management/view_help_sheet.do?articleid=732))

#### Documents required for assessment

- Evidence of processes and forms used with performance reviews
- Volunteer policy and any induction processes

## 3.4 Offer opportunities for training and development

Staff and volunteer training and development activities not only improve an individual's capabilities, but also help your toy library grow and develop. Spending time thinking about how your team's personal aspirations can be met through their toy library work will keep them challenged and engaged. Not all training and development need be expensive. TLA provides low cost training and there are many free online courses.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Professional development is offered to staff</li> <li>At least one person from the toy library attends a TLA training event (including online webinars) each year</li> </ul>	<ul style="list-style-type: none"> <li>There is a training and development budget</li> </ul>	<ul style="list-style-type: none"> <li>Paid staff have a training and development plan in place based on results of performance reviews</li> <li>Development opportunities for volunteers are identified</li> </ul>

### SELF ASSESSMENT

### Useful resources

- QCOSS Community Door eTraining ([etraining.communitydoor.org.au/](http://etraining.communitydoor.org.au/))
- Our Community training ([www.ourcommunity.com.au/training/calendar.form](http://www.ourcommunity.com.au/training/calendar.form))
- Not for Profit Law training ([www.nfplaw.org.au/training](http://www.nfplaw.org.au/training))
- ACNC webinars ([www.acnc.gov.au/tools/webinars](http://www.acnc.gov.au/tools/webinars))

### Documents required for assessment

- Proof of staff and/or committee attendance at training
- Evidence of training and development plan

## 3.5 Staff know and receive their entitlements

There are rules about employee entitlements such as what hours they work, how often they have to have a break and their leave entitlements. These rules can be set out in different places such as an award, registered agreement or an employment contract. If you are employing staff it is important that you know their entitlements and that they received their entitlements at all times.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Staff have a written contract that includes the award they are employed under, entitlements and terms of employment</li> <li>• Wage levels and terms of employment are checked and adjusted annually to ensure they meet requirements</li> <li>• A committee member has read the information sheet 'Pay obligations for toy libraries with staff'</li> </ul>	<ul style="list-style-type: none"> <li>• A designated person on the committee is in charge of managing the employment arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• Employee hours, wages and entitlements are tracked in easily accessible software</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Fairwork Ombudsman ([www.fairwork.gov.au](http://www.fairwork.gov.au))
- 'Staff and Volunteers' folder of TLA member hub
- Social, Community, Home Care and Disability Services Industry Award 2010 ([awardviewer.fwo.gov.au/award/show/MA000100](http://awardviewer.fwo.gov.au/award/show/MA000100))

### Documents required for assessment

- Staff contracts
- Proof of how staff hours, pay and entitlements are tracked

## 3.6 Dealing with inappropriate behaviour and complaints

Inappropriate behaviour comes in many forms – it is defined as any behavior that creates or may create a risk to a person’s health, safety and well-being. Examples of unacceptable behaviours include, but are not limited to: bullying, verbal (or written) abuse, emotional, psychological or physical violence or abuse, coercion, harassment and/or discrimination, aggressive/abusive behaviour, unreasonable demands and undue persistence, and disruptive behaviour

Committees have a responsibility to provide an environment that is free of inappropriate conduct, while staff, volunteers and members are held accountable for their own conduct.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Unacceptable behaviour is called out and the person is spoken to</li> <li>A code of conduct is in place</li> <li>A procedure is in place to follow should a complaint is made</li> </ul>	<ul style="list-style-type: none"> <li>A committee member is designated the role of dealing with unacceptable behaviour and with complaints</li> </ul>	<ul style="list-style-type: none"> <li>Complaints procedure and system for dealing with unacceptable behaviour is reviewed and refined periodically</li> </ul>

#### SELF ASSESSMENT:

### Useful resources

- ‘Policies and Procedures’ folder of TLA member hub
- IHR Australia ([ihraustralia.com/how-to-deal-with-inappropriate-employee-behaviour/](http://ihraustralia.com/how-to-deal-with-inappropriate-employee-behaviour/))

### Documents required for assessment

- Code of conduct
- Complaints policy and procedure



Standard 4

Making it happen  
day-to-day

## Standard 4: Making it happen day to day

Here we look at some everyday matters involved in running a toy library. We cover premises and toys, both are of equal importance. 'Premises' means wherever you run your service: in a hired hall, your own venue, on a bus or out of a van. Your toy library might have the best toys for miles around but if people can't get to you then your service will never reach its potential or its customers! If you've got great premises but poor or poorly presented toys, people will be frustrated and not use your service.

This section invites you to take a fresh look at things. Take a good look at your premises and if they are meeting your current needs. If you are not attracting enough members, opening hours or location could be a factor. It is important that toys and resources are packaged and displayed clearly to allow for easy selection and to give perfectly good toys and resources a new lease of life.



*Making it happen day to day includes seven standards:*

4.1	Have adequate, accessible space
4.2	Select good toys for your collection
4.3	Keep toys well displayed, clean and safe
4.4	Inform users on what toys are available and suitable
4.5	Protect the privacy of members
4.6	Help members understand how your toy library works
4.7	Systems help you track members and protect stock

## 4.1 Have adequate, accessible space

Finding suitable space can be a challenge for toy libraries. Councils and other organisations are trying to ensure their venues are well utilised and are often less willing to provide dedicated space. But with persistence and creativity, securing a good space is possible and can transform your service. Consider shared-space models and non-traditional venues.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Has regular use of an adequate space</li> <li>• Premises are pram and wheel chair accessible</li> <li>• Opening hours are regular, well-advertised and easy to remember</li> </ul>	<ul style="list-style-type: none"> <li>• Has a secure lease/contract for use of an adequate space</li> <li>• Premises provides enough room for safe display and storage</li> <li>• Parking is available close by</li> <li>• Toy library is accessible by public transport</li> <li>• Toilets are wheelchair accessible</li> <li>• Baby change facilities are provided</li> <li>• Hours of operation are based on a survey of members preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Space for play is provided</li> <li>• Space provides opportunities for families to socialise</li> <li>• Premises are totally accessible for all members and potential volunteers</li> <li>• Hours of operation complement other local family services</li> </ul>

### SELF ASSESSMENT

### Useful resources

- The Toy Libraries Australia Facebook group has lots of suggestions on finding a venue

### Documents required for assessment

- Opening hours
- Photos of premises

## 4.2. Select good toys for your collection

For toy libraries, toys are usually their biggest expense and largest asset. At a minimum, toys must be safe but continuously updating your collection with high quality, engaging toys will keep current members interested and attract new members.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Someone oversees the toy buying process</li> <li>Toy buyer only buys toys that meet the ANZ toy safety standards</li> <li>Toy buyer understands any insurance restrictions and additional requirements for specific types of toys</li> </ul>	<ul style="list-style-type: none"> <li>Gaps are regularly identified in current stock and toys bought to fill the gaps</li> </ul>	<ul style="list-style-type: none"> <li>Toy buying criteria are documented and followed to ensure quality and relevant purchases</li> <li>Toy buyer has received training in what makes a quality toy and the best toys for different developmental stages</li> </ul>

<b>SELF ASSESSMENT</b>	
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### Useful resources

- Toy Community ([www.toycommunity.com.au](http://www.toycommunity.com.au))
- ‘Toys’ folder of TLA member hub, in particular the fact sheet on toy safety standards
- The Toy Libraries Australia Facebook group

### Documents required for assessment

- Documentation on toy buying criteria and processes

## 4.3 Keep toys well displayed, clean and safe

A tired toy library can be transformed by updating your packaging and display. And of course no one wants to borrow unclean and damaged toys.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Toys are regularly checked for cleanliness and damage</li> <li>• All staff, toy buyers, repairers, and those running sessions have read the TLA factsheet on toy safety standards</li> <li>• TLA required processes are followed for high risk toys and jumping castles</li> <li>• Toys with an electrical connection are tested and tagged every three months</li> <li>• Members can easily see what toys are available</li> <li>• Toys are clearly labelled, including with required warning labels</li> <li>• Storage space and display units are safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>• All toys are checked after every borrowing</li> <li>• Members are advised on the preferred cleaning methods for each type of toy</li> <li>• Damaged toys are removed from circulation until they are repaired to the ANZ toy safety standards</li> <li>• Toy library doesn't stock toys with button batteries</li> <li>• The packaging is attractive, robust and safe</li> <li>• Items are easy to handle and carry or transport home</li> <li>• Displays are attractive, inviting, and easy to access</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety policy includes provision for the cleanliness of toys</li> <li>• Resources are provided for members to clean their toys in the toy library</li> <li>• Members know where to look for different types of toys in clearly labelled sections</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Toy Community ([www.toycommunity.com.au](http://www.toycommunity.com.au))
- 'Toys' folder of TLA member hub, in particular the fact sheet on toy safety standards

### Documents required for assessment

- Relevant policies
- Photos of toy displays and labels

## 4.4 Inform users on what toys are available and their suitability

Online toy library management systems have made it easy for members to view and browse your toy collection. However, most members will benefit from the support of trained staff/volunteers in selecting toys.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Toys are categorised in a logical system</li> </ul>	<ul style="list-style-type: none"> <li>Members are made aware of the suitability of toys for different age ranges or abilities through labelling and/or signage</li> <li>Members are supported in choosing appropriate toys</li> <li>Catalogue of toys is available to your members and the public on your website</li> </ul>	<ul style="list-style-type: none"> <li>Online catalogue includes photos of most toys</li> <li>Staff and/or volunteers have training on suitability of toys (e.g. TLA ages and stages training)</li> <li>Staff and volunteers know your members well enough to help them select appropriate toys</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Toys' folder of TLA member hub

### Documents required for assessment

- Toy catalogue website address
- Examples of resources provided to help inform members of toy suitability

## 4.5 Protect the privacy of members

Most toy libraries collect information of a private nature. It is important that this information is securely stored and appropriately disposed of.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Collected member data is kept secure</li> </ul>	<ul style="list-style-type: none"> <li>Records are disposed of sensitively</li> <li>Identification of new members is checked on joining</li> <li>Sensitive information is not available to other members (e.g. when volunteering at the toy library)</li> </ul>	<ul style="list-style-type: none"> <li>Has policies around data collection and retention</li> <li>Complies with Australian Privacy Principles</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Policies and Procedures' folder of TLA member hub
  - Australian Privacy Principles ([www.oaic.gov.au/individuals/privacy-fact-sheets/general/privacy-fact-sheet-17-australian-privacy-principles](http://www.oaic.gov.au/individuals/privacy-fact-sheets/general/privacy-fact-sheet-17-australian-privacy-principles)).
- Note: toy libraries are not required to comply with these principles, but they are best practice*

### Documents required for assessment

- Relevant policies

## 4.6 Help members understand how your toy library works

First-time members will not understand how your toy library operates and the responsibilities of membership. For them to get the most out of your toy library, you need to spend the time to explain your toy library's operations to them.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• New members are given a comprehensive induction to the toy library</li> <li>• Relevant toy library policies are explained on joining, including volunteer requirements and fees</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome email covering the basics is sent to all new members</li> <li>• Information on toy library operations is available on the website</li> </ul>	<ul style="list-style-type: none"> <li>• Regular communication with all members is undertaken, both electronically and in the toy library</li> </ul>

### SELF ASSESSMENT

### Documents required for assessment

- Guidelines for new member induction
- Copies of welcome emails and member brochures

## 4.7 Systems help you track members and protect stock

System are now available that make it easy for both the toy library and your members to track their membership and toy borrowing. Smart use of these systems will save you time and ensure you are effectively managing your toys.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Has a system to track members and stock</li> <li>• Has adequate insurance in place</li> <li>• All toys are checked out each time they leave the toy library</li> </ul>	<ul style="list-style-type: none"> <li>• Has a reputable toy library software system in place</li> <li>• Toy library system can produce reports useful for managing the toy library</li> <li>• Members are reminded when toys are due back</li> <li>• Stocktakes are regularly performed to identify missing toys</li> </ul>	<ul style="list-style-type: none"> <li>• Members can 'self serve' via an online member site (e.g. renew toys, pay membership, select volunteer session times)</li> <li>• System is backed up regularly</li> <li>• Procedures are in place for toys that are not returned</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Operations' folder of TLA member hub

### Documents required for assessment

- Link to your online toy library management system
- Relevant processes and procedures



Standard 5

Supporting your users

## Standard 5: Supporting your users

Building caring, nurturing relationships with the adults who use your service, as well as demonstrating your commitment and respect for children is good practice. Providing stimulating toys and encouraging enjoyable and interactions between adults and the children in their care can help to encourage and build good relationships as well as support children's all-round development and well-being.

In this section you are invited to look at how you build relationships so that children, parents and other users feel valued and respected and their needs are understood. You are asked to consider the face-to-face interaction between people involved in running your toy library and your users and the impact this interaction might have. You are also invited to consider the different types of support that can be provided and the benefits to all involved.



*Supporting your users includes four standards:*

5.1	<b>Provide services that respond to community needs</b>
5.2	<b>Encourage users to play</b>
5.3	<b>Support users and empower children</b>
5.4	<b>Encourage user involvement and volunteering</b>

## 5.1. Provide services that respond to community needs

Communities change, and sometimes they change quickly. It is important that toy libraries work to understand the needs of their local families and are proactive in asking for members' feedback. Some groups in your community will openly communicate their needs, however more work may be required to engage others.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Minimal barriers to any community member joining the toy library</li> <li>Feedback is welcome</li> </ul>	<ul style="list-style-type: none"> <li>Works hard to make all community members feel welcome</li> <li>Opinions of users are actively sought and inform changes to the service</li> <li>Users provide input into the range of toys offered</li> <li>Users are encouraged to be part of the committee/management team</li> </ul>	<ul style="list-style-type: none"> <li>Membership base reflects the diversity of our community</li> <li>Has materials available in languages other than English</li> <li>Runs events that are well attended by the community</li> <li>Regular user surveys are undertaken and analysed and fed back to the community</li> <li>Staff and volunteers are trained to understand the diversity of member needs</li> <li>Has toys and resources that reflect the cultural diversity of the community</li> <li>Has toys that meet special needs of users</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Operations' folder of the TLA member hub

### Documents required for assessment

- Profile of your membership base, showing its diversity
- Results of member survey and identification of changes made based on survey results
- Examples of toy library materials targeting diverse communities
- Annual report outlining activities undertaken by your toy library

## 5.2. Encourage users to play

The right to play is so important that it is in the United Nations Convention on the Rights of the Child (Article 31). Young children learn through play and toys are their tools in learning. Toy libraries also have an important role in encouraging families to play together and encouraging diverse types of play.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"><li>Understands why play is important, particularly for children</li></ul>	<ul style="list-style-type: none"><li>Toys are purchased based on their play value</li><li>Talks to members about the importance of play</li><li>Encourages all kinds of play, including outdoor play, free play and play without toys</li><li>Provides ideas to support families to play more</li></ul>	<ul style="list-style-type: none"><li>Staff and volunteers undertake professional development around play and child development</li><li>Events demonstrate a broad range of types of play</li><li>Educates members on 'ages and stages' – appropriate play based on a child's development</li></ul>

### SELF ASSESSMENT

### Useful resources

- Raising Children ([www.raisingchildren.net.au](http://www.raisingchildren.net.au))
- Encourage Play ([www.encourageplay.com](http://www.encourageplay.com))

### Documents required for assessment

- Examples of resources your toy library uses to encourage play
- Overview of the professional development undertaken by your staff and volunteers

## 5.3. Support users and empower children

If members feel welcome and supported in the toy library it can become an access point to further engage with their community and new opportunities or services.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Treats all members equally and includes them in the community</li> <li>• Toys are safely displayed and accessible so that children can choose their own toys</li> <li>• There is someone at the toy library who is approachable, and users know they can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Supports parents/carers in encouraging children to choose toys for themselves and to respect their choices</li> <li>• Staff and volunteers are well informed about and can direct members to local services</li> <li>• Has a close relationship with maternal and child health nurses (or similar services)</li> </ul>	<ul style="list-style-type: none"> <li>• No barriers to stop children from choosing their preferred toy, no matter their gender or age</li> <li>• All members feel comfortable in our setting regardless of differing views, beliefs, needs and backgrounds</li> <li>• Service acts as an entry point to help families connect with other relevant services</li> <li>• Staff and volunteers know the range of advice they can provide based on their qualifications and training, and when they should connect users with professionals and other services</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Council service directories

### Documents required for assessment

- Feedback from member surveys addressing these topics
- List of services that you have working relationships with and examples of how you integrate with these services

## 5.4. Encourage user involvement and volunteering

Most toy libraries could not run without volunteers, but even if you have paid staff, toy libraries are richer for the involvement of volunteers. Volunteering provides opportunities for people to make connections, gain confidence and learn new skills, as well as make a contribution to their community.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Users are encouraged to be involved in the toy library</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the community who aren't users are encouraged to volunteer or assist the toy library</li> <li>• A variety of volunteering opportunities are available to suit the individual's personal circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Users are involved with every aspect of running the toy library</li> <li>• Has a volunteer induction and/or training program in place</li> <li>• Volunteers are regularly acknowledged and thanked in a formal way</li> <li>• Evidence that volunteering at the toy library has provided a pathway to new education or employment opportunities</li> </ul>

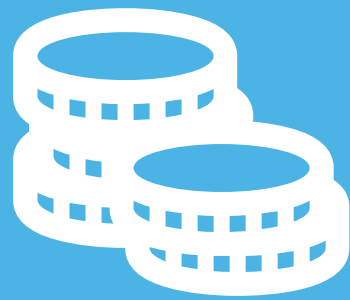
### SELF ASSESSMENT

### Useful resources

- Your local state Volunteering body (e.g. [www.volunteeringvictoria.org.au](http://www.volunteeringvictoria.org.au))

### Documents required for assessment

- Example of communication that discusses the range of volunteering opportunities at your TL
- Volunteer induction/training program
- Case studies of pathways provided through volunteering at the toy library



Standard 6

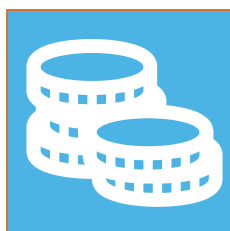
Managing the money

## Standard 6: Managing the money

All toy libraries have to work hard for their money and keeping the money flowing in can be a challenge. Maintaining a careful eye on the dollars, planning spending and securing income are all important aspects of managing the money.

The way in which toy libraries manage financial transactions and their levels of income will vary. Whatever your choice of system, from a basic accounts book on the kitchen table to fancy software on the computer, the principles are the same. You will most certainly need to be accountable and you will want to show openness and transparency.

If your toy library is part of another organisation or local authority and there are any questions here that you feel unable to answer because responsibility for them lies outside your remit, you will need to ask that organisation to provide you with the relevant evidence.



*Managing the money includes four standards:*

<b>6.1</b>	<b>Financial responsibilities are clear and safeguards are in place</b>
<b>6.2</b>	<b>Financial position is forecast and tracked</b>
<b>6.3</b>	<b>Fees and charges are affordable</b>
<b>6.4</b>	<b>Grant and fundraising sources are considered</b>

## 6.1. Financial responsibilities are clear and safeguards are in place

Although most people managing or spending your toy library's money will always have the toy library's best interests at heart, it is important to have clear expectations and guidelines in place to protect everyone.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>• Has one person responsible for the finances</li> <li>• Bank account access and signatories are approved by the committee</li> <li>• At least two people are required to approve all payments (except where specified in delegations)</li> <li>• Copies of receipts for all expenditure are retained</li> </ul>	<ul style="list-style-type: none"> <li>• Has an experienced treasurer to manage our finances</li> <li>• Financial delegations are written down and followed</li> <li>• Limits and procedures for petty cash, debit cards and credit cards are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Safe guards are in place to protect the people dealing with monies</li> <li>• Financial accounts are reviewed or audited by an independent person before being presented at the AGM</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Our Community, Damn Good Advice for Treasurers ([www.ourcommunity.com.au/financial/financial\\_article.jsp?articleId=5902](http://www.ourcommunity.com.au/financial/financial_article.jsp?articleId=5902))
- 'Finance and Treasurer tools' folder of the TLA member hub

### Documents required for assessment

- Minutes of committee meetings approving bank account signatories and financial delegations
- Annual financial reports for the last financial year
- Financial delegations

## 6.2. Financial position is forecast and tracked

Toy libraries often run on very tight and insecure funding. Especially if you employ staff (but even if you don't!) it is important to be sure that you will have the funds required to pay the bills when they are due.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Keeps accurate records of income and expenditure</li> <li>Current cash position and any payments due are presented regularly to the committee/management</li> </ul>	<ul style="list-style-type: none"> <li>Has software that tracks finances and produces reports</li> <li>A budget is prepared at the start of each year</li> <li>Current variance to budget is presented at each committee/management meeting</li> <li>Treasurer presents the annual financial reports at the AGM</li> </ul>	<ul style="list-style-type: none"> <li>All committee/management understand the organisation's financial position and critically evaluate reports presented to them</li> <li>Variations to budget are understood and plan are put in place to return to budget</li> <li>Has an accurate asset register tracking non-financial assets</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Our Community, Damn Good Advice for Treasurers ([www.ourcommunity.com.au/financial/financial\\_article.jsp?articleId=5902](http://www.ourcommunity.com.au/financial/financial_article.jsp?articleId=5902))
- 'Finance and Treasurer tools' folder of the TLA member hub

### Documents required for assessment

- Annual financial reports for the last financial year
- Example of the monthly (or equivalent) reports presented to the committee/management
- Current year's financial budget
- Asset register

## 6.3. Fees and charges are affordable

A family's financial situation should not stop them from using your toy library. Membership fees should be set at a level that is affordable for the majority of your community, while ensuring the toy library is financially viable. If possible, discounted memberships and other policies can support those in financial hardship.

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Fees and charges are approved by the committee/management and consistently applied</li> </ul>	<ul style="list-style-type: none"> <li>Fees and charges are realistic and reflective of your community</li> <li>Affordable discounted memberships are available for those who need it</li> </ul>	<ul style="list-style-type: none"> <li>Policies are in place to ensure that financial hardship is not a barrier to using the toy library</li> <li>Impact of fees and charges on users is considered when changes are made</li> </ul>

### SELF ASSESSMENT

### Useful resources

- Member survey feedback

### Documents required for assessment

- Member brochure/website outlining fees and charges structure
- Any policies relating to fees

## 6.4. Grant and fundraising sources are considered

Most toy libraries rely on grants and fundraising to supplement membership fees, particularly to buy toys. To ensure a flow of funding from these sources will require a concerted and planned approach to grants and fundraising.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Fundraising and grant opportunities are considered on an ad hoc basis</li> </ul>	<ul style="list-style-type: none"> <li>Nominated people are responsible for grants, fundraising and other non-member revenue sources</li> <li>Realistic targets for grants and fundraising are set at the start of the year and achieved</li> <li>Grant and fundraising opportunities are actively sought</li> </ul>	<ul style="list-style-type: none"> <li>Multi-year funding is secured (e.g. from council, foundations or businesses)</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Grants and fundraising' folder of the TLA member hub
- Our Community ([www.fundingcentre.com.au](http://www.fundingcentre.com.au))

### Documents required for assessment

- List of successful grant applications from the last two years
- Copies of agreements for multi-year funding agreements



Standard 7

See and be seen

## Standard 7: See and be seen

The way in which your toy library is presented and promoted can leave a lasting impression. This section will help you think about how your toy library encourages and engages with others. Promotional materials (both online and offline) don't have to be flashy and expensive but they do have to carry your message clearly to those you seek to attract.

Marketing is an important aspect of ensuring your toy library will be sustainable. You might have the best toy library for miles around but if people don't know about you they can't use or support your services. Here you are asked to consider your image and the way in which you promote and market your toy library to different audiences, e.g. the public, members, professionals, local businesses, funders and others. It will help you determine whether your marketing tool kit is complete and whether your marketing is as effective as it could be.



*See and be seen includes three standards:*

<b>7.1</b>	<b>The toy library has distinct branding</b>
<b>7.2</b>	<b>The community knows about the toy library</b>
<b>7.3</b>	<b>Professionals know of and promote your services</b>

## 7.1. The toy library has distinct branding

Your brand is how you quickly communicate your toy library to the world. A good brand and logo will represent who you are and be periodically reviewed.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"><li>• Has a name that clearly identifies the toy library and is not confused with other organisations</li><li>• Has a logo that is used on all materials</li></ul>	<ul style="list-style-type: none"><li>• Branding is not dated</li><li>• An agreed style, including fonts and colours, is used on our marketing materials and website</li></ul>	<ul style="list-style-type: none"><li>• Logo and branding truly represent who we are and what we do</li><li>• Branding is periodically reviewed</li></ul>

### SELF ASSESSMENT

### Useful resources

- 'Marketing' folder of the TLA member hub

### Documents required for assessment

- Copies of materials that show the toy library branding

## 7.2. The community knows about the toy library

Even if your toy library has been around a long time, there will still be many families that have not heard of your toy library, or the concept of toy libraries at all. Multiple forms of communication will be required to help your community find out about the toy library.

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"> <li>Information on service is available through pamphlets and online</li> <li>Information on the TLA 'Find a Toy Library' website is up to date</li> <li>Has clear signage</li> </ul>	<ul style="list-style-type: none"> <li>Involved with other community events to raise profile</li> <li>Website contains up-to-date information and is mobile friendly</li> <li>Information on Google search, social media and local directories is up to date</li> <li>Toy library can be contacted through both email and telephone</li> </ul>	<ul style="list-style-type: none"> <li>Is a well-known and integrated part of your community</li> <li>Has a marketing plan</li> <li>Has targeted and specific marketing material depending on audience</li> <li>Material is disseminated in many different forms</li> <li>Street signage directs users to the toy library</li> </ul>

### SELF ASSESSMENT

### Useful resources

- 'Marketing' folder of the TLA member hub

### Documents required for assessment

- Marketing materials and marketing plan
- Photos of signage
- Links to website, social media and local directory mentions

## 7.3. Professionals know of and promote our services

Professionals who work with families are a great source of referrals to your toy library

### Standard benchmarking

MINIMUM	AT STANDARD	COMMENDED
<ul style="list-style-type: none"><li>Promotional material is available at other local services such as childcare services, maternal health nurses and local book libraries</li></ul>	<ul style="list-style-type: none"><li>Makes regular contact with other local services such as childcare services and maternal health nurses</li><li>Has membership options that are available to professionals</li></ul>	<ul style="list-style-type: none"><li>Involved with local early childhood professional network meetings and uses such forums to promote the toy library</li></ul>

### SELF ASSESSMENT

### Useful resources

- Council directories of early childhood services

### Documents required for assessment

- Overview of links to early years services