**YCCC Provisional Quality Improvement Plan 2013**

*Providing a learning environment that encourages children’s engagement, curiosity, problem solving, independent exploration and appropriate risk taking.*

Early Childhood Australia (ECA) discussion on Physical Environments describes:

- redesign the playground area for increased safety and functionality
- Break up the play spaces and create smaller learning areas
- Utilize more natural materials
- Use more multipurpose and recycled materials
- Build up centre furniture & equipment to promote separate learning spaces & additional play spaces.
- staff workshop
- staff, GC, children and community consultation process to define what improvements are needed

**workshop with staff to discuss;**

- what is creativity, imagination and independent exploration and how do we promote this through our indoor/outdoor environment
- how we set up experiences or the room and what type of materials should we be using?
- We explored the notion of ‘Risk v’s Hazard’ and how our teaching strategies and the types of equipment and play spaces in the environment can reduce hazards.
- What risks are manageable so that we can still challenge children?

**Reflection:** to think about what resources we might need to create a challenging indoor and outdoor play space, break up the rooms inside to allow for individual, small and large group experiences.

**Resources:**

- Caring spaces, learning places
- Understanding creativity in early childhood
- Young children and the environment: early education for sustainability

**1. Providing adequate level of resourcing to support rich engagement**

QA2- 2.3.2  
QA3-3.1.1/3.1.2  
QA6-6.1.2/6.2.1/6.2.3

**Aim:** Improve the quality and number of resources available to children and staff

- Clean out and inventory resources and furniture to enable better space planning.
- review and update Storage & Assets Register to keep track of quantity of equipment.
- Discussing with staff about choices of resources and thinking more about what learning or outcome they want to achieve through equipment chosen
- workshop to discuss indoor and outdoor physical set up of room to determine what Equipment is required. What do we need to create these additional play spaces?
• Clear communication within staff at the centre to create clear objectives and goals to carry out project as a whole service approach

2. **engagement and learning with better opportunities for in-depth and meaningful interactions between educators and children**

QA1- 1.1.1/1.1.3/
QA2- 2.1/2.2/2.2.2/2.3/2.3.1/2.3.2
QA3-3.1.3/3.2/
QA4-4.1.1/4.2.2
QA5-5.1/5.1.1/5.1.2/5.2/5.2.1
QA6-6.3
QA7-7.1/7.2/7.2.1

**Aim:** To evaluate our routines and practices to increase time spent in meaningful interactions with children.

• support interactions between older and younger children
• teaching older children care, empathy and a sense of responsibility towards infants & infants increasing their developmental outcomes through building on their communication and imitation of older children.
• Increased number of play spaces & opportunities for independent play to promote a focus on increased quality staff/child interactions and less on just supervising.
• Changes allow for all children to play outside at once so staff can remain flexible to the needs and interests of the children.

3. **Ensuring sustainable practices are embedded into our daily activities.**

QA1- 1.1/1.1.6
QA2- 2.2
QA3-3.3/3.3.1/3.3.2
QA4-4.2.1/4.2.2

**Aim:** To increase the children’s opportunities to engage with the principles of sustainability through changes to the physical environment. Making sustainability a natural part of the daily program.

Designing a proactive outdoor play space through developing;
• a vegetable patch where children can learn to care for and respect the environment and use in our centre cooking.
• Pizza garden?
• Native foods garden?
• Using a water tank to promote a water wise attitude with staff and children.
• Water hand pump?
• Changing our lights to an energy efficient version.
• Exploring more sustainable practices in relation to centre operation;
4. **Educators reflect in a meaningful way on centre practices and are open to different possibilities and new approaches. As a team educators effectively share information about children’s learning, development & interests.**

QA4-4.2.1/4.2.2/4.2.3
QA7-7.1/7.2

**Aim:** Share knowledge and ideas about children and their development and learning

- Using staff meetings to discuss the link between our centre practices and the National Quality Standards (NQS)
- Changing staff meeting structure to provide more time for staff/leader discussions.
- Share professional dialogue and reinforce a sense of teamwork and collaboration between staff.
- Give RC and preschool staff an opportunity to discuss routines, programming, EYLF and learning stories.
- Build on the leadership of staff through the new curriculum.
- Professional development workshops?
- Staff appraisals & Professional development plans

5. **Promote a more open and collaborative working relationship between educators, the Governing Council, families and the community**

QA1-1.1.1/.1.2/1.1.5/1.2/1.2.2
QA5-5.1/5.1.3
QA6-6.1/6.1.2/6.1.3/6.2.1/6.3/6.3.4
QA7-7.1/7.2

- Build partnerships with local community organisations and businesses and give recognition for their donations
- Empowering parents to get involved and join us at working bees to work side by side with GC members, staff and other families-creating a more collaborative environment and building on professional relationships.
- Asking the children what their ideas are for playground improvement through discussions and photographs/video
- Parent surveys of what they would like to see for their children in the outside play area.

6. **Improve connection with the surrounding community and establishment of positive relationships with neighbours**

QA6-6.3.4

- Promoting the centre’s **Belonging** in the immediate community.
- Connect with local businesses & local council

7. **Creating a consistent approach to programming, planning & reflection using the EYLF**
• Increase meeting time allocations within staff meetings. Give staff a better opportunity to reflect on their strategies, sensitivity, interactions & curriculum as a team.
• Consistent staff meetings to discuss transition & collaboration between services

8. **Improvement of physical premises & ongoing maintenance with set goals.**

• Organise an OH&S Audit to identify all maintenance issues both indoors & outdoors in the centre
• Create a maintenance register in list of priority to be worked through and budgeted for GC

9. **Transitioning of formal operational documents to incorporate the new children's services regulations & curriculum framework**

• Policy & procedure documents updated to incorporate the values & principles of the NQF
• booklet for parents?