



2015

**Yorketown Community
Children's Centre**

Quality

Improvement Plan

Yorketown Community Children's Centre

2015 Quality Improvement Plan

Service details

Service name		Service approval number			
YORKETOWN COMMUNITY CHILDREN'S CENTRE					
Primary contact at service					
David Elder 8852 1780					
Physical location of service			Physical location contact details		
Street	: 27A Stansbury Road		Telephone:	8852 1789	
Suburb:	Yorketown		Mobile:		
State/territory:	SA		Fax:	8852 1513	
Postcode:	5576		Email:	dl.6647.leaders@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	DECD		Name:	David Elder	
Telephone:			Telephone:	8852 1780	
Mobile:			Mobile:	0419503295	
Fax:			Fax:	8852 1513	
Email:			Email:	David.Elder197@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:					
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	08.00	08.00	08.00	08.00	08.00
Closing time	18.00	18.00	18.00	18.00	18.00

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Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

How are the children grouped at your service?

There is a preschool program running from 8.45am to 2.45pm Tuesday, Thursday and alternate Wednesdays
A Rural Care service runs Monday to Friday 8.00am to 6.00pm for children under 5 and after school care is offered

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor: David Elder Preschool Centre Director.

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Service statement of philosophy (Describe when and how it was developed/reviewed, who participated, how understanding of the philosophy by children, families and community is developed)

Our philosophy was initially shaped through a staff PD facilitated by Elizabeth Rau in 2013. This was modified through a brainstorming processes by staff, children and families. Survey of parent opinion and draft copies are circulated for comment to the general preschool community and Governing Council. The philosophy is under constant review although individual input from families and children's input is not really explicit in the current statement. With the introduction of new staff, there is a renewed stimulus for review and clarification, in particular for simplification.

PHILOSOPHY

OUR MISSION...

Yorketown community children's centre works to provide friendly, inclusive and quality care and education for young children and families in our community.

WHAT WE BELIEVE IN...

At Yorketown Community Children's Centre we feel that Early Childhood Education and Care is not just about learning, it is much, much more. It's about loving and caring for our children and raising them in the best possible way.

We believe that childhood is a unique time of life, to be valued and enjoyed in its own right. We also recognise that this is the time where foundations are laid for future health, learning and wellbeing. We value children growing up with the understanding, skills and dispositions to be caring people and effective learners, able to contribute to their world and to enjoy rich and successful relationships with others.

The Early Years Learning Framework (EYLF) provides the groundwork for our thinking in relation to early care and education. Fundamental to the EYLF is a view of children's lives as characterised by *belonging*, *being* and *becoming*. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*.

Belonging is central to *being* and *becoming* in that it shapes who children are and who they can become.

BEING - recognizes the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING - Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society.

National Early Years Learning Framework, 2009.

WHAT WE DO...

Building a Community of learners

We believe in lifelong learning and give priority to creating opportunities for all members (staff, families, children) of our community to work together as learners.

Our approach to learning provides children with a range of choices and lots of uninterrupted time to play.

We are guided in our work by the Early Years Learning Framework and by current research.

We believe:

- Children have the right to play
- Children have the right to a rich learning environment
- Staff have the right to support in professional learning

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- Families have a right to contribute their knowledge about their child and their world

Therefore we work to:

Learn together with families, children and other staff.

Document learning and share information about what is happening in our community.

Plan for and share children's joy in discovery.

Ensure the highest level of involvement in each child

Be open to questioning what we do and why we do it

Building Partnerships

We believe a partnership approach to our work is an essential part of a quality care and learning environment for each child.

Our goal is to build relationships with each child and family ensuring everyone has the opportunity to feel valued, respected and supported. By sharing information about children's uniqueness, interests and experiences, we can work together to support each child to feel secure while they are with us.

We believe:

- Everyone has the right to be involved and be heard
- Children, families and staff have the right to be consulted, informed, make choices and be acknowledged
- Everyone has the right to feel connected with each other and the wider community

Therefore we work to:

Ensure that children's and families' perspectives and interests are central to our work.

Take responsibility to keep connections alive by listening to and communicating with each other and being open to feedback.

Ensure that a range of opportunities to participate and contribute are offered.

Building Wellbeing

We believe that one of our most important priorities is that each member of our community feels a strong sense of connection and belonging.

We also believe that our children need to have a positive sense of wellbeing and high levels of involvement in their activity.

Our work with children and families is guided by attachment theory. We want our community to be one that is enriched by the diversity of families, staff and children, and which provides a balance and range of experiences.

We believe:

- Children and families have the right to responsive caregiving practices and continuity of experience
- Children, families and staff have the right to a safe and healthy environment
- Everyone has the right to feel accepted and emotionally, physically and intellectually supported

Therefore we work to:

Build secure relationships.

Create an environment where everyone is listened to and responded to sensitively.

Work in ways that ensures everyone's emotional and physical health and safety.

Provide an environment that builds connections with nature.

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Strengths Summary (Describe self review processes and evidence collected)

NQS	Strengths
QA1 Educational program and practice	<p>Staff plan and program using the EYLF</p> <p>An individualised curriculum is created for each child.</p> <p>Parents are involved in setting objectives for children</p> <p>Philosophy is seen as a working document and is under continuous review.</p>
QA2 Children's health and safety	<p>Preschool and rural care staff work together to provide a safe environment.</p> <p>Processes are in place to monitor WHS at the site. Daily checklists help in this process.</p> <p>Staff are committed to improving H&S at the centre.</p>
QA3 Physical environment	<p>A more natural or less engineered environment is being worked on.</p> <p>.</p>
QA5 Relationships with children	<p>Staff focus on building and maintaining strong and warm relationships with children.</p>
QA6 Collaborative partnerships with families and communities	<p>Staff are focused on improving relationships with families. Parent chats, child profiles, incidental conversations, communication books and family evenings are strategies currently being undertaken..</p>
QA7 Leadership and service management	<p>there is continuity of educators at the centre, especially in the rural care service</p>
QA4 Staffing arrangements	<p>The centre maintains good staffing ratios at all times</p> <p>Staff are all involved in professional development to improve the level of their early childhood qualifications.</p> <p>All ECWs have or are studying towards diploma level qualification</p>

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Improvement Priorities Summary

Improvement Priority 1: Learning environment and Sustainable practices		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Improve the Environment and sustainability of the service: <ul style="list-style-type: none"> Rich learning environment Sustainability: Recycling and water conservation Recycling 	Strategy 1 Use DECD vision statement to guide outside redevelopment	Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.
	Strategy 2 Redesigning the outdoor environment into niches	3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
	Strategy 3 Growing vegetables and fruit trees and develop a pizza garden	3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
	Strategy 4 Staff to undertake professional development in creating a richer outdoors environment to include nature play and risky play.	Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.
	Strategy 5 Review and re-enforce recycling practices at the site	3.3.1 Sustainable practices are embedded in service operations.
Goal 2 How do we consistently, actively promote and embed healthy eating in the everyday program and communicate this to families? Children are aware of healthy food choices	Strategy 1 Nude food days each term and promotional materials. Reinforce healthy eating policy	2.2 Healthy eating and physical activity are embedded in the program for children.
	Strategy 2 Cooking activities. Regular cooking and programmed activities. Role modelling of child friendly healthy lunch box ideas. Discussions that arise during fruit time and lunchtime about healthy eating Inviting parents to come in and share their ideas.	2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Strategy 3 Growing vegetables and fruit trees. Children to help care for and harvest from these. Plant nutrition: use a bokashi bucket composting system	2.2 Healthy eating and physical activity are embedded in the program for children.

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Improvement Priority 2: relationships with families		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Improve relationships and communication with parents and families	Strategy 1 Communication books and parent chats helping to build relationships. Family evenings each term to build staff/family communication and relationships	Standard 6.1 Respectful and supportive relationships with families are developed and maintained. 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
	Strategy 2 Use the Practice guide for working with families to develop understanding of child development for families. Staff to be able to articulate the 4 key principles behind early childhood development.	6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Strategy 3 Provide more opportunities for Contact: shared lunches, grandparents day, cultural day, performances.	6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
	Strategy 4 More comprehensive information about preschool activities is available	6.1.3 Current information about the service is available to families.
Goal 2 Improve levels of wellbeing for children and families	Strategy 1 Begin to implement Kidsmatter program: explore all 4 components (starting with component 1, Building a sense of community) at staff meetings and all staff PD.	4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
	Strategy 2 Use kidsmatter staff and family surveys to provide information on what we need to improve.	6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.
	Strategy 3 Monitor and maintain children's levels of wellbeing and involvement. So that their levels are improved or maintained at a high level.	Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. 5.1.3 Each child is supported to feel secure, confident and included.

Improvement Priority 3: Holistic approach to curriculum		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Holistic approach to curriculum	Strategy 1 Preschool and rural care undertake joint planning	Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering

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Improvement Priority 3: Holistic approach to curriculum		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
	using EYLF	the program for each child.
	Strategy 2 Children's interests form the basis of the planning cycle	1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world
	Strategy 3 Reflection on practice is embedded and continuous	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. Standard 7.2 There is a commitment to continuous improvement.
Goal 2	Strategy 4 monitoring learning through use of: <ul style="list-style-type: none"> ○ Literacy and numeracy indicators ○ ILP and parent Chats ○ EYLF statement of learning 	1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. 1.1.4 The documentation about each child's program and progress is available to families. 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

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