Minlaton District Early Learning Centre 2014 Quality Improvement Plan

Service Details:

Name: Minlaton District Early Learning Centre
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Service Approval Number: SE 00010636

Operating Hours: 08:45 – 1500 Tuesday and Thursday and alternate Wednesdays. Occasional Care 8:45 – 11:30 Wednesday and Friday, 8:45 – 15:00 (2 sessions) Thursday.

Additional Information: The Kindergarten sessions are integrated with the Occasional Care Thursdays and in Term 2 and Term 3 Wednesday mornings of alternate weeks.

Statement of Philosophy:

The Minlaton District Early Learning Centre values the uniqueness of each child and in partnership with families and the community fosters children’s love of learning.

Educators do this by:

- Building on children’s present knowledge, interests and abilities and taking account of their learning styles.
- Involving families and the community in children’s learning.
- Providing a secure, play based environment so that all children are confident to explore.
- Fostering children’s social and emotional development.
- Using reflective practice to continually improve and challenge children in their learning.

Values: Friendship, Honesty, Respect, Confidence & Happiness
Strengths

Quality Area 1: Educational program and practice

Educator’s use a play based learning environment to develop children’s learning. Children have input to the environment by self selection of toys and equipment. The program provides extended periods of free inside or outside play. Intentional teaching ‘book based learning’ morning groups develop such skills as book concepts, sequence of story, tier words, rhyming words. Children’s oral skills are developed through the ‘show n tell’ box and Very Important Person board presentation. Curiosity is promoted through guessing ‘What’s in the box’ and curiosity table. An Early Years Developmental Learning Quilt is used in consultation with parents to identify children’s individual goals and guide program planning. The Teacher Rating of Oral Language and Literacy assesses children’s oral language skills and identifies children who need support. The Ferre Laever’s Wellbeing and Involvement scale is used to identify if any children need support in these areas.

Quality Area 2: Children’s health and safety

The Child Protection Curriculum is an integral part of the kindergarten program developing children’s skills of identifying emotions, of keeping safe and dealing appropriately with unsafe situations.

Children’s medical needs are updated at the beginning of the term. This is set in WH&S termly tasks.

Children are able to choose from a selection of quiet activities (reading, puzzles, DVD, relaxation) after lunch.

Hygiene practices are incorporated into play interactions and routines (washing hands, disposing of tissues …).

Lunch boxes are stored in the fridge and snack boxes in the main room (air conditioned).

Children are involved in reviewing the kindergarten rules at the beginning of each term and at other times as necessary – if a rule is not observed, educator and child/ren together discuss why the rule has been set and behaviour in the future.

Healthy eating posters are displayed in the centre and healthy/occasional foods are identified during appropriate times (snack, lunch…).

Outdoor environment and some group activities (parachute, ‘What’s the Time Mr Wolf” …) encourage children’s physical activity. Activities are planned for children identified as not being confident with physical activities.

Educators undertake daily safety checks indoors/outdoors.

Parent Information book and personal communication informs parents to notify centre who is collecting child if they are not.

OHS&W Year Planner guides reviews of accidents, incidents and emergency drills.
Quality Area 3: Physical Environment

Educators set up the indoor and outdoor spaces for both quiet and energetic play catering for children’s needs. Children have opportunities to set up sections of the indoor and outdoor environments each session. The office provides an area for conversations with families etc. An upgrade of the office in Term 1 will allow more privacy. Preschool Safety checks occur each term and building maintenance is guided by the Facilities Preventative Maintenance schedule. Sustainability is learnt through children’s involvement in the vegetable patch, watering plants, recycling food scraps to the recycling bin and understanding water management during play at the water feature.

Quality Area 4: Staffing arrangements

The centre has a small staff team of 5. Communication and respect of each other’s views and ideas occurs at the fortnightly staff meetings and during before and after session discussions/reflections. The Early Childhood Australia Code of Ethics is displayed and incorporated into staff meetings.

Quality Area 5: Relationships with children

The kindergarten uses the ‘You Can Do It’ social and emotional curriculum to develop children’s understanding of feelings and social interaction. The Child Protection Curriculum supports children in understanding body signs, feelings etc. Staff use the Teacher Rating of Oral Language and Literacy to assess children’s conversation skills with peers affecting their social interactions and plan strategies for identified children in need.

Quality Area 6: Collaborative partnerships with families and communities

The centre is small with about 50 families attending and a staff team of 5. Staff set up a certain number of activities before arrival so that children can move straight into play enabling staff time to chat to parents. Newsletters (hard copy and email), interviews with parents (first term), pre-entry child questionnaire, white board notices and zip lock notice pockets for bus children are some of the ways that educators communicate with families. A enrolment checklist ensures that families have received information about the service. The centre employs extra hours for the Support ECW for children who are not eligible for DECD funding. The Director communicates with DECD support personnel re children’s needs, and strategies for support. The centre visits the town’s aged care facilities each term, undertakes local walks including the school. Due to single intake this year the Centre has arranged visits to and from the JP class to continue the close ties that exist between the two sites.

Quality Area 7: Leadership and service management

As a small staff team, review of performance and service delivery occurs after sessions and at staff meetings. Staff performance goals are set in Term 1 and reviewed each term (included in Year Planner tasks). Staff have an opportunity to reflect on practice via ‘Stop Start Stay’ survey Term 2. Families have opportunities to provide feedback informally during interactions with staff and Governing Council members and formally via surveys- DECD Parent Opinion, Occasional Care and transition. The review of site policies is set in the Year Planner.
### Key Improvements

1.2.1 Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. **Identified Issue:** Program, planning and evaluation does not fully reflect children’s individual goals and needs.

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, to improve practice and relationships. **Identified Issue:** The single intake requires more challenging literacy and numeracy activities

<table>
<thead>
<tr>
<th>Standard / element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Progress notes</th>
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<tbody>
<tr>
<td>1.2.1</td>
<td>improved planning and reporting to parents: • based on children’s interests, strengths and needs • including children and families voices</td>
<td>M</td>
<td>- Trial different ways to plan based on children’s learning goals. - record children’s learning in Learning Stories - value children’s voice</td>
<td>- staff adopt a planning process using children’s goals - each child has at least one Learning Story each term. - evidence of children’s voice in the Centre – comments on work, displays …</td>
<td>end of first term</td>
<td></td>
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<tr>
<td>4.2.2</td>
<td>- improve TROLL oral language skills: • asking questions • expressing curiosity - all children have an increasing understanding and vocabulary of measurement and number as stated in EYLF Outcome 5.</td>
<td>M</td>
<td>- staff role modelling – asking how and why questions and using appropriate vocabulary plus building upon existing strategies such as the curiosity table. - Explore literacy and numeracy links between EYLF and Australian Curriculum to provide for same first day children. - Access literacy and numeracy T&amp;D - staff will provide everyday opportunities to explore, problem solve and investigate to extend children’s numeracy and literacy</td>
<td>- all children have achieved level 4 in questioning and curiosity</td>
<td>end of year</td>
<td></td>
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