

Stirling North Childhood Service Centre

Quality Improvement Plan

In accordance with DECD and Commonwealth priorities and supporting children's learning through the *Early Years Learning Framework* Stirling North Childhood Centre will inspire children to experience play based learning that is engaging and builds success for life.

"Play to learn"

Developed February 2015

Service details

Service name	Service approval number
Stirling North Childhood Services Centre	SE- 40001393
Primary contact at service	
Robyn Rosenzweig	
Physical location of service	Physical location contact details
Street: Cnr Beckman St and Railway Station Road Suburb: Stirling North State/territory: South Australia Postcode: 5710	Telephone: 86436205 Mobile: 0414466253 Fax: 86436378 Email: dl.6667_leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Robyn Rosenzweig Telephone: 86436205 Mobile: 0414466253 Fax: 86436378 Email: dl.6667_leaders@schools.sa.edu.au	Name: Robyn Rosenzweig Telephone: 86436205 Mobile: 0414466253 Fax: 86436378 Email: dl.6667_leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
PO Box 1399 Suburb: Stirling North State/territory: South Australia Postcode: 5710	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	Learning Together Playgroup 9.45 -11.45		
Closing time	15:00	15:00	15:00	15:00			

Additional information about your service

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

We operate during South Australian Preschool/School Terms. Parents are able to park on the road however we are on the same site as the school and this can cause an issue for families during drop off and pick up time as we compete with the school families for parking. We moved on to the school site at the beginning of 2014; however we are completely separate to the school. This year our staff consists of a new Director to the area, first year Teacher, Early Childhood Worker with many years of experience with the centre and a Preschool Support Worker.

How are the children grouped at your service?

Children have the opportunity to interact with all children throughout their preschool times each week.
Children attend preschool on days set by the Preschool staff in liaison with families.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: **Robyn Rosenzweig**

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

At **Stirling North Childhood Services Centre** we use children's **strengths** and **interests** to create a **supportive** play-based learning environment, where children feel **successful**

Quality Improvement Plan Strengths for 2015

Quality Area 1

- A focus on child centred learning and the Play based learning program is based around children's interests and needs
- A focus on Oral literacy with the aim to develop strong foundation of literacy skills
- All staff contribute to overall planning
- Reports, learning stories and incidental comments to families on a regular base.
- Staff are facilitators in children's learning and use teachable moments to support children's interests
- Balance of structured and unstructured times to support needs of all children,
- Routines meet the needs of children on the day and the learning activities happening.
- Children have learning stories (minimum one per term) that demonstrate to families moments of learning and development for the child
- Learning outcomes are on display with children's work
- Profile books are a collection of children's work examples and learning examples of individual children.
- Small groups allow for maximum individual participation in group learning time.
- Focus on children seeing learning as enjoyable
- Staff sees all children are individuals.
- Children are supported in their learning and behavioural choices. Behaviour concerns are closely monitored by staff.
- Staff interacts individually with children in varying ways.
- Staff report to families in a variety of ways including learning stories, Statement of Learning profile books, interview, general chats
- Balance between structured and unstructured learning opportunities are provided during the session.
- Learning through play is a priority
- Staff acknowledge role in play: join in, model, facilitate, play their game
- Developing interdependence skills by encouraging children to look after their own belongings and putting items away.
- All children are encouraged to participate in group learning activities
- Children's names are used and encourage other children to use each other's names.
- Profile folders – are accessible to children and families
- Numeracy and Literacy are embedded in all teaching practices.

Quality Area 2

- Appropriate health plans are in place for all children with additional health needs
- Documentation on medication and accident reports
- Strict process adhered to in regards of prescribed medication for children
- Children are taught and encouraged to use correct mode of hand washing before meals, after toileting and as the need arises
- High level of supervision
- Daily relaxation time for all children to rest their bodies before lunch-children are not disturbed if they fall asleep
- Children are comforted appropriately if distressed or upset
- There are toileting procedures
- Staff recognise children's individual health needs and support as necessary
- Spare clothes available in case of accidents
- Children are taught about personal space and respecting others
- Children's privacy is respected
- If children present unwell their care giver will be contacted
- Promotion and support in Hand Washing
- Staff are aware of and refer to Keeping Safe in Childcare in regards to infectious diseases.
- Notes are sent home to notify families of infectious disease within centre
- Healthy food guidelines in place within the centre.
- High expectations of children's behaviour at Preschool
- High food expectations of families at Preschool
- Notes are sent home for Great and not so great healthy food choices
- Equipment out to encourage active play as well as exercise time for all children
- Newsletter contains information on healthy food ideas
- Staff have a hand washing basin
- There is always at least one staff member in each environment for supervision
- Children are supervised in the bathrooms during hand washing time
- Risk assessments done on special activities and excursions activities (do you do on absolutely every activity children do at kindy or are you talking about special activities/excursions not everyday activities?)
- New people are asked for identification
- Confidentiality is a priority
- Families have a sign in/sign out sheet
- Practices are done twice a term for emergencies
- Staff have defined roles for emergency evacuations
- All staff have taken part in Child Abuse and Neglect Training
- Staff greet families that collect their children
- Yard is set up with a variety of activities for children to engage in.
- Fridge for lunches
- Sun safety chart for UV rating
- First aid information displayed clearly
- A range of activities set up to promote continual development of fine and gross motor skills.
- Promotion of a regular snack and having a drink of water
- Staff modelling by eating with children appropriate healthy food and drinking water
- Play ground check completed on a daily base to ensure the safety of the outside area.

Quality Area 3

- New kitchen
- A parent/intervention room for private conversations/meetings.
- Wheelchair accessible
- A large undercover sandpit encourage natural and imaginative play
- Developing vegetable patch and fruit trees
- Recycling of paper and food scraps is a part of the daily routine/curriculum.
- Children and staff pack up together
- Development sustainability practices – worm farm, recycling, compost

Quality Area 4

- DECD have provided us with the funding to run a four day a week preschool to lower numbers and maximise staffing
- All staff have the necessary qualification requirements
- Stirling North Childhood Service Centre always have minimum one staff member in each environment (indoor and Outdoor)
- There is great communication between staff to ensure there is more than adequate supervision at all times
- Staff demonstrate positive behaviours
- NQF is a site focus and all staff are involved in the processes
- NQS, RRR and EYLF are available for all staff to utilise at any time
- Information on children is shared confidentiality
- Staff are sensitive to each child family needs
- Staff support each other both professionally and personally
- Staff are respectful of each other's needs
- Staff attend Professional Development (PD) both individually and in teams and report back to share knowledge
- Great communication
- Team building lunches etc.

Quality Area 5

- Children are respected and valued and shown/told they are important
- All children's work is valued and recognised
- All staff strive for 5 by engaging in deep and meaningful conversations with children and families as much as possible
- All staff are genuine in how they deal with and care for children
- Staff use spontaneous moments to engage in conversations and teaching moments
- There is a relaxed atmosphere at the preschool which supports children feeling comfortable and allows for a flexible program
- Learning stories are shared with children
- Staff will always try to get to know families by being warm and friendly and finding common grounds to speak of.
- Staff encourage children to develop friendships, independence and confidence by modelling and teaching skills to do so
- All cultures and backgrounds are respected and integrated into our preschool
- Being all new staff and children – all staff are making an effort to talk to all parents at least once or twice a week – sharing information about their child.
- Families are contacted if their child is distressed when the leave and once they settle down a staff member will contact the family
- Children are supported to understand their emotions through one on one, group time and encourage to use their "words" to explain how they are feeling

Quality Area 6

- Families are greeted at the door both in the morning on drop off and in the afternoon on collection
- All staff answer the phone in a friendly and professional manner
- Enrolment packs are available for all new families and are sent out as necessary
- Families are returning enrolment forms via post for convenience
- All families new to the centre are taken on a tour to make themselves and their child familiar with the Preschool environment
- Parents are invited to and involved in Governing Council, working bees
- The website contains up to date information on the centre
- Parents are communicated to in a variety of different ways including email, pockets, folders, letters, daily notices, Facebook
- Families are encouraged to take part in Preschool activities such as special days and local excursions
- Information is available to families on a variety of issues from domestic violence to supporting your child in literacy. Children with additional needs that have support services have specialised information and support provided to them.
- There are a number of support personnel that support our centre and the children from DECD-speech path, disabilities coordinator..., OPAL, Community Health
- The preschool children go on numerous local excursions to the community and visit the local schools
- There is a good set up between the Preschool and Schools for transition and sharing of information
- Families are seen as the first educator for their child
- Staff invite families to stay and join in group time or are staff ask families to come back earlier in the afternoon to join in with their child at the end of the session.

Quality Area 7

- There are structures in place for Governing Council, staff meetings and decision making processes
- There is an induction folder and policy
- There is a 5 year leadership structure with vision for the future
- Teachers run the group times and are supported by ECW and PSS
- All staff have Professional Learning Plan (and relate to Site priorities)
- Two performance management meeting per year
- QIP in process to work towards our future goals
- Funding and budget is based around centre's priorities and T&D is therefore related to this also
- There is a cycle of improvement
- The office and filing cabinet are locked for confidentiality and staff are well aware of this importance
- Task lists in the diary for roles and responsibility
- One person is nominated for EYS and records are kept confidential
- Policies are regularly reviewed as necessary as needs of service change.
- There is a grievance procedure that all families are aware of
- All staff have relevant qualifications for their position – Director and Teacher Bach of Early Childhood Worker ECW1 –and Preschool Support worker – Cert 3 in children services.
- All staff are up to date in their training and development

QA 1 Element 1.1.2

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

- **What outcome or goal do we seek?**

- Educators have sustained conversations with children. Strive for Five Children contributing to the program by directly & indirectly forming the program through conversations/child initiate or interest. Educators documenting children's interests/questions.....and then using this to inform the program.....

How will we get this outcome? (Steps)

- Profile books are available and accessible to families
- Regular updates in the newsletter by the Director
- Knowing individual children and their strengths
- Knowing children's cultural backgrounds
- Children directly influencing the program by requesting items which are recorded by staff

Success measure

- Families provide input termly to profile books through comments and feedback.
- Profile books are explained and provided to families, families take home once a term to read
- Children are encouraged to look at their profile books
- Educators knowing and understanding individual children's learning and abilities
- Children experience Being, Belonging Becoming in many different ways within the preschool. Children bring a diverse background and understanding to the curriculum.
- Children involved in guiding/developing the program.

Progress notes

Term 1

- A folder set up in a central spot for educators to record children's learning for future planning – collection of observations, comments, records etc...
- Child Protection Curriculum focus on child's identity
- Children's voice and comments included in reporting and planning.

QA 1 Element 1.1.4

The documentation about each child's program and progress is available to families

What outcome or goal do we seek?

Parents and staff are encouraged to share information with families about their child through informal chats, formal chats and written reports. Statement of Learning will be fully implemented this year

How will we get this outcome? (Steps)

- Getting to know families – understanding their expectations for the learning of their child
- Families receive feedback and comments i.e. Learning stories, photographic evidence, notes in the communication books from staff
- Statement of Learning
- Educator participates in Professional Development (PD) based around recording children's learning.
- All educators to record children's learning
- Curriculum outlines their children's Profile books
- Monitor and record children's engagement and development to ensure equity of all children

Success measure

- Parents are offered an interview and contribute information
- Profile books– learning stories for children/photographic evidence/jottings/children's work
- Parents are asked to provide feedback on their child's learning
- Term Overview in Children's Profile Books

Progress notes

Term 1

- Regular learning about the child is put into profile books by educators
- Families are reading and commenting on their child's profile book.
- Promotion of Profile books in the newsletter
- Statement of learning for families based around the child's first term at Kindy focusing on Identity and Belonging

QA 1 Element 1.2.2

Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning

What outcome or goal do we seek?

- Children initiate and participate in the curriculum. Through their play, educators facilitate their interests and learning
- Numeracy and Literacy Indicators are being implemented by staff and the language is shared with children.

How will we get this outcome? (Steps)

- Educators engage in meaningful interactions and conversations with children
- Educators Respond to spontaneous "teachable moments" – extending children's learning
- Modelling – mathematical, scientific language and language used in the "arts"
- Reflect, respect and Relate (RRR) measure for engagement

Success measure

- Anecdotal interests included in the curriculum
- Regular fortnightly planning children involved and participating in the curriculum
- Children are engaged in their learning
- Curriculum overview and ELYF Outcomes provided once a term based on children's needs and interests
- Numeracy and Literacy Indicators are being reflected in Children's Learning Stories.

Progress notes

Term 1

- Fortnightly planning based on child's interest and learning/activities requested or suggested.
- Curriculum overview and ELYF Outcomes provided at least twice term based on children's needs and interests
- Use of the RRR document to observe children's engagement in the environment.

QA 2 Element 2.2.1

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

What outcome or goal do we seek?

- Healthy lunch boxes and snacks are supplied by families each day at Kindy
- Limiting the intake of high sugar and salt foods at the Kindy
- Children knowing the difference between sometime food and everyday food.

How will we get this outcome? (Steps)

- Healthy cooking program – inviting families in to support the children cooking
- Growing Vegetable gardens – Bush Tucker garden
- Promotion Of healthy eating – staff modelling excellent food choices
- Review and update the Healthy food policy in line with the DECD requirements
- Program reflects and in cooperates healthy food and choices
- Survey – children eating breakfast, healthy food ideas

Success measure

- Children have healthy lunch boxes
- Survey of children's lunch boxes early in term 1 and reviewed at the end of Term 2
- Review children's and families food choices throughout the term.
- Children having an understanding of sometime food and all the time food.

Progress notes

Term 1

- Healthy fortnight cooking program on a Tuesday/Wednesday
- Consistent language about healthy choices by staff.
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Term 2

QA 3 Element 3.2

The environment is inclusive, promotes competence, independent exploration and learning through play.

What outcome or goal do we seek?

- Risk- taking activities -
- Open-ended activities and learning areas
- Links between the inside and outside
- Pockets of learning areas

How will we get this outcome? (Steps)

- By using the RRR document find out what and where children are and how they are engaging in
- Look at the setup of the outdoor area
- Plan to bring the outside in and vice versa
- Staff being involved in training and development to improve and extend children connection to their learning environment.

Success measure

- Children seeking and becoming involved in their own individual learning
- Children are involved deeper in their learning – higher questioning and investigating skills

Progress notes

Term 1

- Investigating appropriate staff development
- Purchase of books and equipment
-

Term 2

QA 3 Element 3.3.1

Sustainable practices are embedded in service operations.

<p>What outcome or goal do we seek?</p> <ul style="list-style-type: none">• Staff and children have a deep understanding of sustainable practices• All activities are reflected if they are sustainable and support the environment.
<p>How will we get this outcome? (Steps)</p> <ul style="list-style-type: none">• Composting/worm farm• Recycling• Using natural and recycled material for art and craft• Propagating plants for inside and outside• Bush tucker garden – water wise• Teaching children and families about respecting and being sustainable
<p>Success measure</p> <ul style="list-style-type: none">• Children recycling things at kindy• Using natural material for art and craft• Donation of goods to support the program•
<p>Progress notes</p> <p>Term 1</p> <ul style="list-style-type: none">• Asked for donations of boxes, recycled material•
<p>Term 2</p>

QA 7 Element 7.2.2

The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

What outcome or goal do we seek?

- Continuous cycle of performance and development
- Regular Performance meetings with all staff – document and feedback provided

How will we get this outcome? (Steps)

- Staff are informed about the DECD performance development policy
- Regular PM meetings (2-3 times a term)
- Teaching staff – reflecting on their practice to the Professional standards for teachers
- Director – reflecting on both the Professional standards for teachers and the Standards for Leaders.
- Revisit and consider updating the site's philosophy statement to reflect our current practice and site direction.

Success measure

- Staff training and development plan reflect the centres philosophy and Quality Improvement Plan
- Areas of improvement are identified and included in individual PM plans
- Director/Teacher – developing a portfolio to reflect the Professional teaching standards.

Progress notes

Term 1

- Staff given a copy of the PM template and policy.
- Staff meeting agenda item to discuss direction and outcomes related to the PM template.

Term 2