SolomontownKindergarten

Quality Improvement Plan

2014

1 Prince St
Port Pirie
Ph. (08) 86 323 800
Mob. 0447 271 956
Fax. (08) 86 332 576
Approved Provider

DEPARTMENT OF EDUCATION AND CHILD DEVELOPMENT

Education and Care Service

Solomontown Kindergarten

1 Prince St, Port Pirie

This service operates the preschool program for the following hours and days during Term time.

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<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td>FROM</td>
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<td>9.00</td>
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Alternate weeks

The Nominated Supervisor for this service is:

Cammie Noonan   Phone 86323 800

The Responsible Person in charge is:

Cammie Noonan 86323 800  Rebecca Overstreet 86323 800

Phaedra Hellier 86323 800

The Educational Leader at this service is:

Cammie Noonan 86323 800

Complaints about this service may be made to:

Cammie Noonan 86323 800

The Regulatory Authority contact details are

Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Phone 1800 882 413
Solomontown Kindergarten’s  
Statement of Philosophy

Our philosophy has been inspired and guided by *The Early Years Learning Framework for Australia - Belonging, Being and Becoming 2009*

- **Belonging** – acknowledges children’s interdependence with others (family, a cultural group, a neighbourhood and a wider community) and the basis of relationships in defining identities.
- **Being** – recognises the importance of the here and now in children’s lives.
- **Becoming** – reflects the process of rapid and significant change that occurs in the early years.

**IN RESPECT TO CHILDREN** we believe:

- Children are valuable, unique and powerful human beings.
- All children have a right to quality and affordable early childhood education to maximize their potential and develop a foundation for future success.
- All children have a right to secure respectful and reciprocal relationships with educators.
- Young children learn best through play based experiences in which they are actively engaged with people, objects and representations.

Children are competent and resourceful learners who are active contributors to their own learning.

**IN RESPECT TO FAMILIES** we believe:

- Families are children’s first and most influential educators.
- Learning outcomes are more likely to be achieved when early childhood educators work in partnership with families.
- Families come from a diverse range of cultures with differing practices, values and beliefs and these are to be respected and honoured by the preschool, staff and program.

The staff can support families with their childrearing role.

**IN RESPECT TO STAFF** we believe:

- Educators have a valuable role as co-educators with children, families and communities
- Educators will continually seek ways to build their professional knowledge.

Educators value reflective practice, engaging in questions of philosophy, ethics and practice with peers, families and the community.

**IN RESPECT TO THE PROGRAM** we believe:

The program considers the whole child and the interrelated nature of development and learning. It supports children’s social, emotional, personal, spiritual, creative, cognitive, linguistic and physical development.

- The program is developed in response to observations and documentations of children’s strengths, abilities and interests.
- Children need a flexible play based curriculum that provides for different learning styles.

The program caters for important transitions, including from home to preschool and from preschool to school.
IN RESPECT TO THE ENVIRONMENT we believe:

- The environment should welcome children, families and staff and celebrate the diversity of cultures in our community.
- The environment should reflect beauty and aesthetic appeal.
- Preschool should provide a balance between a secure homelike space and a stimulating environment that encourages children to explore, solve problems and create and construct.

The outdoor play space provides opportunities for an appreciation and respect for the natural environment and to promote children’s understanding about their responsibility to care for the environment.

IN RESPECT TO THE COMMUNITY we believe:

- We must strive to be a centre of excellence for early childhood education within our community.
- We provide a central link to information and support services within the wider community.
- We are part of the wider community and encourage relationships with community organizations, local council and schools.

Children, families and staff are encouraged to value and respect the diversity in the wider community.

The preschool promotes social justice, equity and the rights of children, families, staff, and management in the wider community
Our Strengths in National Quality Standards.

QA1. Educational Program and Practice.
We have a daily routine designed to maximise learning opportunities for each child.
Each Childs current knowledge, ideas, culture, abilities and interests are the foundation for the program. Childrens ideas lead the learning and child inspired learning is a vital part of our program.
Each Childs learning is a part of an ongoing cycle of planning, documenting, and evaluation.

QA2. Children’s Health and Safety
Healthy eating is an important part of our program and daily routine. Children are provided with a healthy snack time each morning and have the opportunity to participate in healthy cooking each week.
Daily playground checks are undertaken and new learning environments are risk assessed by staff.
Physical activity and relaxation are programmed for on a daily basis.
Hand washing and hygiene practices are promoted throughout the centre.
The Environmental Health team come to Kindy regularly to support children’s learning about lead and how to keep it out of our bodies.

QA3. Physical Environment
The learning environment is inclusive, promotes competence, independence, exploration and learning through play.
Children participate in recycling and composting practices.
The Kindy is currently purchasing new learning resources and upgrading furniture.

QA4. Staffing arrangements
Staffing arrangements enhance childrens learning and development and ensure their safety and wellbeing.
Extra staffing has been budgeted for from site funds to allow for better supervision and quality engagement in the outdoor learning environment. Due to the extra staffing child:staff ratios average 9:1 (Much lower in the IPP Program 2:2)
All staff have relevant qualifications and are due to undertake First Aid in 2014.
QA5. Relationships with children

Interactions with each child are warm, responsive and build trusting relationships. Respectful and equitable relationships are developed and maintained with each child. Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Staff speak frequently about children, concerns, and ways to support children and families in their learning. Staff are responsive to children, adapting the learning environment to suit each child’s learning, sensory, emotional needs.

QA6. Collaborative partnerships with families and communities

Respectful supportive relationships with families are developed and maintained. Staff engage daily with parents sharing their child’s challenges, achievements and joy. Staff direct parents to other support agencies when appropriate. Staff engage with professionals from DECD and other support agencies in the best interest for the child. (Families SA, Uniting Care Westley, Environmental Health, SA Health, paediatricians, Learning together, CAYS)

Local community members and families are encouraged to be involved in the Kindy through governing council, fundraising, jobs around the Kindy. All community support is gratefully accepted.

QA7. Leadership and Management

There is a whole site commitment to continuous improvement. The centre’s philosophy is due to be revised in 2014 and will be done through a consultation process with the new director, staff and community.

Performance development plans are reviewed each Term. The Kindergarten has experienced high staff change over in the director and teacher positions during 2013 and 2014. Every effort is being made to secure a long term Director in the role and maintain the continuity of support educators.
**ENGAGEMENT**

**Goal:** For children to be immersed in a high quality learning program which targets literacy and numeracy achievement.

Quality Area 1: Educational program and practice

**Strategies:**
- Children are divided into 3 groups for targeted learning at group time
- Children have individual learning plans to support Childrens learning.
- Planning and reviewing of the program happens fortnightly.
- Child inspired/directed activities are valued as an important part of the program
- Childrens learning journeys will be documented through learning stories, photo displays, work samples.

**Measures of success:**
- RRR Data
- TROLL Data
- Records of learning in profile books and displays around the Kindy
- Attendance of 90%

**Progress Notes:**
- Child directed sensory play. Resources are provided. Children have the opportunity to choose what sensory play is brought out, and are able to help ‘make’ the sensory play. Children taking charge. Evidence in photo displays.
- Individual learning plans in progress.
- 1st rating for oral language for all children complete on (*^&
- New resources purchased to support learning and engagement.
SAFETY

**Goal:** To provide a safe learning environment which children needs are recognised and are supported to achieve their full potential.

Quality Area 2: Children's health and safety

**Strategies:**
- Review routines to review if children's needs are being met in regards to; rest, play, stimulation, quiet times, eating times and physical activity.
- Engage with Environmental health team to provide explicit learning regarding lead in the children's environments.
- Children explicitly taught and supported to manage own behaviour, communicate and resolve conflict appropriately.
- Children to be provided with an engaging and challenging learning program.

**Measures of success:**
- Low number of critical incidences recorded.
- RRR Data
- Program reflections

**Progress notes:**
- Children learning about looking after our new toys and themselves. Children discussing Kindy rules and how they keep themselves safe.
- Children learning about communities. What does it mean to belong to a community and who are the people in our community who can help us. Fireman, police and librarian visit Kindy and discuss their role in our community.
PARTNERSHIPS

**Goal:** Staff and community to work together to achieve a high quality rating according to National Quality Standards.

Quality area 6: Collaborative partnerships with families and community
& Quality area 7: Leadership and service management

**Strategies:**
- Staff to commit to continuous improvement and striving for best practice.
- Develop respectful supportive relationships with families and support agencies.
- Redevelop the centres philosophy statement with consultation from the Solomontown Kindergarten community.

**Measures of success:**
- Low number of critical incidences recorded.
- RRR Data
- ILP’s developed with families and support agencies when needed
- Self review of NQS achievements and progress throughout the year.
- Parent Survey in Term 3

**Progress notes:**
- Term 1 = 0 critical incidences
- 3 Children participated in community forum
- Busy bee held at Kindy, Monday 26th May