Roxby Downs

Child Care Centre

# Quality Improvement Plan 2020

## Service details

| **Service name** | | **Service approval number** | |
|---|---|---|---|
| Roxby Downs Child Care Centre | | Long Day care: SE-00010865 | |
| **Primary contact at service** | | | |
| Jemma Rogers | | | |
| **Physical location of service** | | **Physical location contact details** | |
| Street | 5 Richardson Place | Telephone | (08) 8671 0911 |
| Suburb | Roxby Downs | Mobile | |
| State/territory | South Australia | Fax | |
| Postcode | 5725 | Email | Brenda.Murray42@schools.sa.edu.au |
| **Approved Provider** | | **Nominated Supervisor** | |
| Roxby Downs Children's Centre Governing Council | | | |
| | | Name | Brenda Murray |
| | | Telephone | (08) 8671 0911 |
| | | Email | Brenda.Murray42@schools.sa.edu.au |
| | | | |
| Telephone | (08) 8671 0911 | | |
| Email | Brenda.Murray42@schools.sa.edu.au | | |
| **Postal address (if different to physical location of service)** | | | |
| Street | PO Box 162 | State/territory | South Australia |
| Suburb | Roxby Downs | Postcode | 5725 |

| **Operating hours** | | | | | |
|---|---|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Child care** | | | | | |
| Opening time | 0600 | 0600 | 0600 | 0600 | 0600 |
| Closing time | 1830 | 1830 | 1830 | 1830 | 1830 |

## Additional information about your service

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

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| Provide additional information about your service—parking, school holiday dates, pupil-free days etc.<br><br>Long Day Care and Out of School Hours Care (OSHC) is provided 50 weeks of the year. Approx. 2 week break over Christmas and New Year.<br>The closest parking to the Centre is on Richardson Place. |
| How are the children grouped at your service?<br><br>Baby Room – 6 weeks to 2 years<br>Toddler Room – 2 years to 3 years<br>Pre-kindy Room – 3 years to school age<br>OSHC – school aged children to 12 years old |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan<br><br>Brenda Murray (Director) |

# Service statement of philosophy

**We value**

- A rich, safe play-based learning and care environment that invites hands-on exploration, inspires engagement, provides opportunities to wonder and take considered risks
- Opportunities for all children to develop learning dispositions such as curiosity, creativity, confidence, communication, cooperation, persistence, enthusiasm, resilience and emotional intelligence
- A responsive, intentional and flexible learning and care environment which fosters children's wellbeing, learning, development, independence and sense of responsibility
- Opportunities for children to appreciate Australia's cultural diversity, and the importance of being inclusive and respectful to all.
- Connections and collaboration with children, families and the community

**Educators' voices**

*Belonging, community, creativity, curiosity, diversity, engagement, families/community, environment, fun, hands-on, image of child, inclusivity, inspiring, inviting, knowledge building, learning together, listening, love, joy, magical, whimsical, persistence, play-based, relationships, respect, wellbeing*

**We recognise**

- That children are active participants in their learning, have individual strengths and abilities and are capable and competent learners
- The importance of reflective practices and that we are all lifelong learners and engage in these to provide quality teaching and learning
- That children have rights (United Nations Conventions of the Rights of the Child) and are active citizens from birth
- The environment and the quality interactions between educators, children and families have a significant impact on quality learning and life skills
- That children need routines, time and space to be, retreat, rest, be unhurried, form relationships and develop a strong sense of belonging

**Parents' voices (hopes for their child)**

*Caring for others, confidence, courage, creativity, curiosity, respect for diversity, educational improvement, emotional intelligence, empathy, encouragement, enjoyment, feeling safe, forming relationships, friendship, fun, growth mindset, hands-on learning, happiness, honesty, imagination, inclusivity, independence, integrity, kindness, patience, learning new things, listening, manners, persistence, play-based, problem solving, resilience, respect, responsibility, safety, sharing, social development, supportive, trust*

**We will**

- Provide an inspiring and inclusive environment where children feel safe, secure and supported to be curious, and grow in confidence to explore and learn
- Work in partnership and build respectful relationships with families and children to foster a learning culture
- Embed sustainable practices into our curriculum to highlight our responsibility to care for the environment and promote respect for resources and each other
- Build upon the knowledge that children already have and support their holistic development
- Listen to children's voices and encourage them to express their ideas and thinking and be responsive to these
- Provide support to children to develop social and emotional skills, life skills, friendships and positive dispositions for learning
- positive dispositions for learning

**Children's voices**

***What do you love about the centre?*** *Playing, climbing the tree, swings, seesaw, playing with the babies, playing with my friends, playing with the dinosaurs, learning to read, reading books and playing with the Troll (from 3 billy goats gruff)*

***How does the centre make you feel?*** *Safe, happy, good, excited, surprised*

***What do you want to learn about?*** *Writing, ABC, 123, how to make mud balls, climb the kindy tree, learn to make sand castles, painting, drawing, telling stories, following kindy rules*

## Strengths Summary

| NQS | |
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| **Quality area 1: Educational program and practice** | • Educators engage in children's play responsively and on a deep and meaningful level. Children are encouraged to reflect on their own learning, share their ideas, thoughts and opinions ensuring that each of these is respected and reflected in our teaching. Their voices are valued and recorded in various forms of documentation.<br><br>• The documentation displayed on the walls and on our parent communication app OWNA, children's portfolios, to ensure that each child's strengths, thinking, abilities and interests are reflected in the planning and programming.<br><br>• The formation of the Philosophy Statement in partnership with the children, families and educators truly reflects our belief that children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners. Quality learning environments and enhanced learning outcomes are a priority for all children, relevant to their stage in their learning journey.<br><br>• Our planning and review cycle continues to improve as all educators are involved in informal reflection conversations. This information is used to plan a responsive and child centred curriculum that makes clear connections with the Early Years Learning Framework.<br><br>• The program is displayed for families and they are invited to contribute through literacy packs, formal and informal conversations, emails, and the OWNA app. Family feedback also informs our programming. Our various methods of communication help us to work in partnership with families.<br><br>• Our monthly newsletter, OWNA parent communication app and conversations keep families informed of what's happening and the learning that is taking place. Strength-based documentation of each child's learning is kept in their learning portfolios and on the OWNA app which are available to children and families at all times.<br><br>• We have a strong focus on children's dispositions for learning. We deliberately provide an enriched, play based, learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker.<br><br>• Literacy and numeracy experiences are embedded in Educator's interactions with babies and children either spontaneous (counting fingers and toes when nappy changing and counting while waiting for a turn on the swing) or more intentional (when thinking of words that rhyme with each of our names) |

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| | • We have an education team of approximately 20 members working across our Centre including Educators with Diplomas of Early Childhood Education and Care as well as Certificate 3 educators. |

| NQS | |
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| **Quality area 2: children's health and safety** | • Children with health and/or safety needs are identified upon enrolment. Health care plans and Behaviour Management Plans are developed in consultation with families, outside providers and the site, to effectively manage individual needs and health conditions. Medications and Health Management Plans are discussed with the Educator team, and children are identified on the OWNA app with a red exclamation mark. Photos of individual children with identified health and/or safety needs are displayed on the fridges in each room as well as in the main kitchen.<br><br>• Rest and relaxation times are provided after lunch each day, giving children a chance to digest their food and relax before heading back to play. Children are also encouraged to rest if they are tiring and there are quiet spaces situated throughout the centre for this. We respect children's individual sleep and rest requirements by providing separate areas for sleeping, resting and quiet activities both inside and outside. Safe sleep procedures are informed by "SIDS" with sleeproom checks conducted every 10 minutes.<br><br>• A healthy food and drink policy is in place and the Centre provides meals which provide 50% of a child's daily nutritional requirements. Fresh water is available throughout the day and children are regularly encouraged to stop and have a drink.<br><br>• Emergency invacuation and evacuation drills are undertaken each month, recorded and evaluated.<br><br>• Regular hazard and benefit/risk assessments of the environment are undertaken to ensure the play spaces are safe. WH&S issues raised are dealt with immediately.<br><br>• Educators are aware of their responsibilities around the area of child protection and the majority are trained in 'Responding to Abuse and Neglect - Education and Care (RAN-EC) or Child Safe Environments.<br><br>• Families are informed of minor accidents which are documented and recorded on the OWNA app. Families are contacted immediately if there is a serious incident and in particular any injury to the head. Any serious incident is reported to the Education Standards Board.<br><br>• Families are informed through notices and via the OWNA app of any outbreak of an infectious illness and provide information about the nature of the illness including incubation and exclusion requirements. Records of immunisation are continually updated<br><br>• Educators receive professional development to update their medical conditions management when a child is enrolled with an |

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| | identified condition, e.g. diabetes, anaphylaxis, seizures, down's syndrome information<br><br>• Outdoor educator supervision plan |

| NQS | |
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| **Quality area 3: Physical Environment** | • We are continuing to reflect and rethink our learning environment to ensure that it provides an inviting, aesthetically pleasing, exciting, engaging and challenging space for children to learn. We ensure our learning environment is attractive, de-cluttered and accessible to all children throughout sessions and provide invitations and provocations to explore.<br><br>• We provide a wide range of learning areas and high quality experiences. Our daily routine allows children access to both the indoor and outdoor learning areas for most of the session so the children can make choices about where they play, for how long and who with. Careful and ongoing planning is an important part of our work to ensure we accommodate all children's needs. For example, places to engage in climbing and gross motor skills and quiet places providing opportunities for rest and relaxation. Educators are responsive to children's suggestions of materials they require for play and where possible they are encouraged to independently resource their learning and play.<br><br>• We have a lot of natural elements in the outside environment as well as a vegetable garden that children are actively involved in planting, maintaining and harvesting.<br><br>• Educators are gradually adding to our 'loose parts' resources both for inside and outside play to allow children to have open ended materials to explore creatively and to promote problem solving.<br><br>• The Centre has a Sustainability Strategy which we use to guide our practices and promote these to families.<br><br>• We use as many recycled and natural resources as we can for art/craft rather than purchasing items. |

| NQS | |
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| **Quality area 4: Staffing arrangements** | • The educators at the Centre work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning. This is achieved through processes which connect our noticings, documentation and reflections.<br>• The required Educator to child ratios are maintained at all times and where possible, exceeded.<br>• Performance Management systems are in place and Educators have annual performance reviews with the Director which includes identifying areas for improvement and setting goals for performance linked to the QIP.<br>• Educators planning and programming occurs weekly.<br>• Consistent and stable staffing team in OSHC |

| NQS | |
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| **Quality area 5: Relationships with children** | • Relationships between staff, children and families are at the centre of everything we do. Prior to commencement at the Centre families are invited to an orientation meeting and a series of planned visits for their child prior to commencing paid care.<br><br>• Children that attend long day care are integrated into the preschool environment from the age of 3.<br><br>• Educators aim to have weekly communication with all families and this may be achieved in a range of ways, eg one to one conversations, phone calls, email or via the OWNA app<br><br>• All children are respected as citizens from birth and are considered to be competent and capable learners.<br><br>• Visual timetables are displayed to support children to understand and predict routines and manage change. Children are given a warning that there will soon be a change of routine eg. "*You can have five more swings before you need to wash hands for lunch.*"<br><br>• Interactions with children are respectful and ensure the dignity and rights of every child maintained. Educators identify with the Reggio Emilia image of the child as strong, capable, and competent and are constantly reflecting upon practices to ensure our image of the child is reflected.<br><br>• Due to the integration of child care with the preschool transition between sites works really well with children settling into the new environment seamlessly. Transition from preschool to school and OSHC is streamlined with relationships already built with the children attending. |

| NQS | |
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| **Quality area 6: Collaborative partnerships with families and communities** | • "All About Me" forms in the enrolment packs which are used to gather information and inform programming. There are many ways for parents to be involved in the Centre, including being on Governing Council – a list of ideas is located in our Parent handbook.<br><br>• As part of the orientation policy parents are invited to spend as much time as they need orienting themselves and their child to the Centre environment and provide feedback on the process.<br><br>• Our philosophy reflects our commitment to partnerships with families and community. We support families in their parenting role and we respect individual family beliefs and values about child rearing. We provide planned and spontaneous personalised tours for families who wish to visit and ask a range of questions about our integrated site.<br><br>• There is a comprehensive transition between rooms in place in collaboration with parents.<br><br>• Curriculum updates and other relevant information is provided regularly through the OWNA app, newsletters, displays, children's portfolios and both formal and informal conversations with educators. A Parent Information Area in the foyer has information about the local community, schools, parenting supports and programs, and Roxby Downs Children's Centre information such as newsletters, policies and the educational program.<br><br>• Our facilitated Playgroup programs are offered weekly in the community space and is often used by families as a way to introduce their child to the Centre.<br><br>• We have developed strong relationships with local health professionals and CAFHS utilise one of the consulting rooms on-site.<br><br>• Where support is required for children with special rights or needs, the Centre works closely with local health professionals, families and inclusion support services to ensure these needs are met.<br><br>• Through the work of our Children's Centre Community Development Coordinator we have developed strong connections with other community organisations and service providers and families are assisted to access these as needed. Our website is continually evaluated and changes made, as this is an essential form of communication with our immediate and wider community. |

| NQS | |
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| **Quality area 7: Governance and leadership** | • To ensure consistency of practice, and continuity of teaching provision we use regular relief Educators wherever possible. A comprehensive induction folder is provided for new and returning educators that includes relevant policies, the Philosophy, the ECA code of ethics, and a job description in addition to other relevant material.<br><br>• The Director holds annual Performance and Development meetings with all educators which focus on areas of strengths, areas of improvement, and goal setting in the short and long term, as well as catching up with educators on a more informal basis<br><br>• We have an active Governing Council comprising predominantly parents and the Children's Centre leadership team as well as a staff representative. Governing Council meets monthly to discuss and make decisions about the future direction for integrated services delivery and monitors and reports on progress to the community.<br><br>• Risk assessments are performed as required and children are encouraged to be involved in risk/benefit assessments of equipment and play spaces they will be using through small group discussions with an educator seeking their thoughts and ideas |

**GOAL 1: To communicate effectively with families and invite participation at the Children's Centre**

| Objectives | Strategies | Success measures | Quality areas, elements | Timeline | Priority |
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| **1.1**<br><br>**Communication between educators and families highlights the learning that is taking place and builds relationships and partnerships** | **Strategy 1.1.1**<br>Educators to communicate with families every week and share the learning that has taken place. This could be face-to-face or via the OWNA app | • Family input is recorded on the program<br>• Educators put up regular children's learning on the OWNA app<br>• Educators have informal conversations with families about their child's learning | 4.2<br>4.2.1<br>6.1<br>6.1.1<br>6.1.2<br>6.2<br>6.2.2 | Ongoing | High |
| | **Strategy 1.1.2**<br>Curriculum plans to be displayed prominently. | • curriculum plan is displayed prominently in each room and available via the OWNA app and written on by educators and parents to record ideas and spontaneous experiences (child or teacher initiated) | 1.1<br>1.1.2<br>1.1.3<br>1.2<br>1.2.3 | Ongoing | High |
| | **Strategy 1.1.3**<br>Use the OWNA app to promote learning and communicate with families | • Weekly updates to highlight the learning that has happened to be shared on the OWNA app. Parents' responses to posts.<br>• OSHC to produce a newsletter with their children to highlight what is taking place in their program | 1.1<br>6.2 | Ongoing | High |
| | **Strategy 1.1.4**<br>Educators to be using the language and being explicit when talking to parents about the learning that is taking place and make that obvious to parents. Educators to also use words such as "curriculum" and thank parents for contributing to it when they are having conversations about their child. | • Educators explicitly talking about the learning behind the experiences and the intentionality of providing these.<br>• Educators point out when parents are contributing to the curriculum and thank them. | 1.1<br>1.1.1<br>1.3.1<br>1.3.2<br>1.3.3 | Ongoing | High |

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| | **Strategy 1.1.5**<br>Educators to use displays at the Centre to highlight the learning journey of the children so that it is more visible in the environment | • Artefacts of learning, photos, children's comments, story behind the learning to be on display for children to re-visit and for parents/families to engage with | 1.1<br>1.1.1<br>1.1.2<br>1.1.3<br>1.2 | Ongoing | High |
| | **Strategy 1.1.6**<br>Educators to highlight the learning that is occurring in their written observations and link the learning to the EYLF or MTOP learning outcomes | • All documentation will have links to the EYLF or MTOP learning outcomes<br>• OWNA app is used to share learning for individuals and groups of children | 1.3<br>1.3.1<br>1.3.2<br>1.3.3 | Ongoing | High |
| | **Strategy 1.1.7**<br>Educators to "invite" parent participation and involvement at the Children's Centre | • Provide a list of how parents can become involved<br>• Have regular working bees, social get togethers, a list of ways parents can be involved, ongoing communication. | 6.1.1<br>6.1.2 | Ongoing | High |

**GOAL 2: Provide more intentional teaching of numeracy and literacy**

| Objectives | Strategies | Success measures | Quality areas, elements | Timeline | Priority |
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| **2.1**<br><br>**Educators are intentional and aware of how they can be supporting children to be numerate and literate through play-based and leisure experiences** | **Strategy 2.1.1**<br>Use routines, group times and play-based opportunities to support numeracy and literacy concepts | • Numeracy and literacy practices and activities embedded within routines and group times<br>• Literacy packs are taken home and returned each week<br>• Educators use songs, fingerplays and rhymes throughout the day<br>• Educators use the language of maths and numeracy throughout the day, including books, songs, fingerplays and rhymes to support numeracy concepts<br>• OSHC educators assist children in completing homework | 1.1<br>1.1.3<br>1.2<br>1.2.1 | Ongoing | High |

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| | **Strategy 2.1.2**<br>Each educator will use the language of numeracy and literacy and talk to families about the learning that is taking place within their rooms. | • Educators articulate the literacy and numeracy learning that is taking place in documentation and in conversations with parents<br>• Educators participate in centre delivered professional development and those provided by external delivery to develop their knowledge of supporting children's emergent literacy and numeracy | 1.2.1<br>4.2.1<br>7.3<br>7.3.3 | Ongoing | High |
| | **Strategy 2.1.3**<br>Parents access training sessions on promoting literacy and numeracy at home | • Use of community meeting room to conduct sessions for parents on literacy and numeracy | 6.1<br>6.2.2<br>6.2.3 | Ongoing | High |

**GOAL 3: Educators to develop their knowledge and use of the planning cycle**

| Objectives | Strategies | Success measures | Quality areas, elements | Timeline | Priority |
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| **3.1**<br><br>**Educators use a clear cycle of planning when developing a program** | **Strategy 3.1.1**<br>Educators are all using the Planning Cycle and producing high quality documentation | • Educators to receiving professional development on the planning cycle<br>• Educators to receive professional development on producing high quality documentation<br>• Educational leaders to assist /mentor educators<br>• Programs and projects demonstrate a complete planning cycle<br>• Children's portfolios and displays around the centre | 4.2.2<br>7.1.1<br>7.1.2<br>7.1.3<br>7.2.2<br>7.2.3 | Ongoing | High |

**GOAL 4: Develop more intentionality within the program and environment**

| Objectives | Strategies | Success measures | Quality areas, elements | Timeline | Priority |
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| **4.1**<br><br>**Social and emotional wellbeing** | **Strategy 4.1.1**<br>Incorporate a variety of methods to embed social and emotional development and wellbeing within the curriculum | • Utilise "Have you filled a bucket today?" book by Carol McCloud<br>• All staff to receive training in "Phoenix Cups" (from Phoenix Support) method to recognise and support pro-social behaviour<br>• Mindfulness/yoga/resting routines<br>• Children will be supported to develop friendships, problem solve and enter play | 1.1.3<br>1.2.11.2.2<br>1.3.2<br>1.3.3<br>2.1.1<br>5.1.1<br>5.1.2<br>5.2.2<br>2.2.1<br>2.2.3 | Ongoing | High |
| **4.2**<br><br>**Environment is beautiful, well maintained and invites curiosity and involvement** | **Strategy 4.2.1**<br>Educators, children and families will help maintain and set up beautiful, safe and inviting learning environments (inside and out) | • Children will be respectful of resources and the environment<br>• Educators will be actively involved in setting up attractive, inviting activities<br>• Educators will promote respect of the resources and environment to children<br>• The outdoor area will have more intentional learning activities available on a daily basis.<br>• Site working bees<br>• Professional development on the Environment as the third teacher<br>• Work with OSHC children/educators to ensure appropriate sized furniture and opportunities for challenging gross motor activities are available | 2.1.3<br>3.1<br>3.1.1<br>3.1.2<br>3.2<br>3.2.1<br>3.2.2<br>3.2.3<br>5.2.1<br>6.1.1 | Ongoing | High |
| **4.3**<br><br>**Celebrations reflecting the** | **Strategy 4.3.1**<br>More celebratory events will be incorporated into the program, as well the culture and celebrations of our families | • Find out what celebrations are meaningful to each family (all about me sheet and ongoing conversations) | 1.1.2<br>1.2.1<br>6.1.1<br>6.1.2 | Ongoing | High |

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| **diversity of the community will be incorporated** | | • A calendar of events will be produced and be used in planning programs | 6.2.2 | | |