

Quality Improvement Plan for

Seaton Children's Centre

2021

Service name

Seaton Children's Centre for Early Childhood Development and Parenting

Service approval number

SE- 40006719



Acknowledgement of Country

We acknowledge the **Kurna** people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



Government
of South Australia

Department for Education

Context

Service Context

Seaton Children's Centre (SCC) is an integrated Early Childhood Development and Parenting Centre offering education and care services to the Seaton community. Seaton Children's Centre became operational in October 2016 after the closure of Woodville West Kindergarten.

Families attending the Centre are from a diverse range of cultural backgrounds.

Seaton Children's Centre is located near Seaton Park Primary School.

Staffing:

Seaton Children's Centre has 6 staff members. SCC currently has a Director (1.0 FTE), two teachers (both 1.0 FTE) and 2 ECWs (part-time) employed to undertake the Preschool Support, Lunch Care and Occasional Care. The Administration/Finance Officer is employed 0.6 FTE. A Community Development Coordinator is employed 1.0. by Dept of Human Services and located at the site.

Integration & Enrolment:

Seaton Children's Centre is ranked as a Category 1 centre with a capacity of 45 children per session. Currently the Preschool Program has 45 enrolments. A number of children receive additional support for speech and language.

Community Playgroup is held on Friday mornings and is open to all families with young children in the community.

The Preschool and Occasional Care programs are very integrated and there is a seamless transition between programs with all children sharing the same indoor and outdoor spaces. Depending on the needs of individual children, and the specific needs of the children in the Occasional Care Program, children may be grouped in very small groups or in separate areas for independent play in a quieter space.

Children attend two full days (6.5 hours each day) and three further sessions on a Friday during the term.

Attendance & Transition:

In 2020 Preschool the average attendance rate was 87.3%.

Children enrolling for 2021 were offered 3 Pre-entry sessions to enable children and families to begin to develop relationships with staff and become familiar with the Centre. It also enables staff to plan necessary support for children e.g. referrals to be completed for Preschool Support.

Children attending Preschool at SCC enrol at a wide range of schools within the local metropolitan area and the city, including both DfE and independent schools

Context

Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab

We believe that children will learn best through play in a safe, supportive and challenging environment

We support children's learning and development when we :

- Have high expectations of all children as competent, independent and confident learners
- Value the child's home, family, cultural and community experiences and the influence they have on each child's learning
- Build children's confidence, identity, wellbeing and self-esteem
- Encourage the dispositions for learning - we encourage children to be purposeful and persistent, curious, resourceful, communicative, cooperative and confident
- Model the dispositions for learning in our daily practice as adult learners
- Scaffold learning by role modelling for children
- Support and empower children to have the independence to direct their own learning
- Recognize and respond to the uniqueness of each child
- Value and create opportunities for children's voice to be an integral part of our educational program
- Foster a strong sense of belonging and identity for children

We believe in building strong partnerships with families to support the best outcomes for children We build strong connections with families when we:

- Acknowledge and respect families role as the first educators of their children
- Respect the diverse backgrounds of all families that are part of our community
- Create opportunities to learn from the rich cultural background of our families and their children
- Value the knowledge and skills families have, and can contribute to our Centre
- Support families in a shared goal to achieve the best learning outcomes for their child
- Structure and integrate programs that value the relationships, nurturing and mentoring that occurs within the family structure
- Recognize, and respond, to the challenges faced by families in a changing world

We believe in developing an inclusive and supportive community for families We do this when we:

- Acknowledge and embrace the diversity of cultures within our community
- Support families to have a sense of belonging and connectedness to our Children's Centre community
- Value and promote inclusivity of all families
- Provide a friendly and nurturing environment for children, families and groups within our community

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5
Review
and evaluate

Quality Area 1: Educational Program and Practice

- Educators have a broad experience in ECE which brings knowledge and understanding of relevant educational frameworks, cultural perspectives, life experiences and different educational settings
(Evidence : Evidenced in the diversity of practice and staff backgrounds)
- Staff work intentionally to ensure there is communication between staff working across, and in, all programs (preschool, Occ Care, and community programs) share information to maximize inclusivity and outcomes for every child and groups of children
(Evidence Daily conversations, staff meetings, written communication books, frequent and open communication with CDC re family and needs of individual children that may attend Community Programs and transition into educational programs.)
- Programs are responsive to the needs and interests of children and families and are designed to be flexible to meet changing needs of children and families (which includes cultural needs and ind. circumstances of chn. and families
(Evidence :Preschool, Occ Care/ Community Programs are planned termly, weekly and daily in a way that they can be changed in response to a need or interest of chn/a chd/ families and extend children's learning)
- Programming is completed in reference to EYLF Outcomes, IPLN, and Keeping Safe curriculum. These are an integral part of weekly program for Preschool and Occ Care.
(Evidence Preschool and Occ Care is integrated and both groups of children access the same programmes where curriculum frameworks embedded. The learning for children in Community Programs is designed with the EYLF outcomes in mind.)
- Within the staff team there is a culture of improvement where robust discussion and respect for different points of view is part of embedded practice.
(Evidence Reflected in our QIP Challenges of Practice. Improvements conversations are embedded in the way we talk with each other)

Strengths

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Quality Area 2: Children's Health and Safety

- Children are given the opportunity to rest and engage in quieter activities in an allocated space throughout the day
- Explicit teaching in regard to physical health and wellbeing is part of the daily program
- An edible garden is part of our outdoor learning environment and is cared for by children and staff. The produce is used for cooking activities and eaten fresh when possible. Healthy eating / food is promoted through cooking and food preparation activities and these activities are shared with families (e.g. a recipe book is given to all families at the end of the year. This is a collation of all recipes used during the year). The cooking and food preparation activities shared with children has generated much discussion between staff and families about healthy food choices.
- Activities are planned, and the outdoor environment has been developed, to encourage physical movement and activities which encourage problem solving, active play and the opportunity for children to have agency within the space. Children are able to direct their physical activity to challenge themselves and also to develop an understanding of their individual physical capabilities.
- The physical environment offers a significant amount of shade which enables children to access the outdoor spaces throughout warm and sunny weather, and still be protected from the sun

Strengths

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Quality Area 3: Physical Environment

- The outdoor environment is designed with a strong focus on the natural environment that encourages children to explore the natural world and participate in activities that enable children to benefit by taking risks. Continual risk assessment is undertaken by staff, and where appropriate, with children in both a formal and informal way.
- The indoor area benefits from the use of lots of natural light.
- The children have direct access to the outdoor play area and the verandah area enables a seamless transition between the indoor to outdoor areas.
- Both the indoor and outdoor areas allow for small and large group play and also spaces for quieter play by individual children and small groups.
- The design of the indoor and outdoor areas enables adequate supervision at all times.
- Both the indoor and outdoor areas are developed and arranged to maximise access for children and adults requiring equipment for mobility, and to encourage and cater for active gross motor activities for all children.
- The outdoor area has been designed to include a range of spaces that can be used by children as a focus for specific types of play, or play that uses multiple areas easily.
- Activities are provided based on children's requests and interests, balanced with activities chosen by educators. Flexibility enables staff to put out what children ask for, and children are able to participate in setting up activities and then modify them to suit their play. Children have safe access to resources and equipment in a shed to enable them to be independent in their choices of activities.
- An edible garden has been developed and is cared for by children and staff. It has been designed and built to ensure practicality and access for all children. Our edible garden is embedded in daily practice where children are able to be an active participant in caring for our environment and learning about sustainable practices.
- Sticks, logs, rocks, water and other natural materials are available at all times for children to use in their play to encourage an awareness of, and respect for our environment.
- Sand pit design enables water to be integral in play and learning activities where children can, at times, independently access water for play activities. This also offers many opportunities to discuss water conservation.
- The design and construction of Seaton Children's Centre has included environmental considerations such as:
 - o Reusing of existing building and facilities where possible, retaining existing trees, paving and other elements to minimise rework and waste
 - o Maximising natural ventilation with double doors and bi-fold openings, a centre courtyard and high level windows
 - o Maximising natural lighting through openings including central roof and glazed sections between areas
 - o Internal open central courtyard
 - o Timer controls on lighting and heating/cooling services
- Recycling is a part of the daily practice that children are involved in. Food scraps are collected across the Centre and recycled in the green waste bin. Recycling is undertaken across the Centre with suitable materials used in construction and collage. Families are invited to contribute recycled materials from home for use in these activities.

Strengths

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Quality Area 4: Staffing Arrangements

- All staff have a timetable designed to ensure ratios are maintained and adequate supervision is achieved, including during lunch time period.
- Regular relief staff are used that are very familiar with the Centre and education program to ensure continuity for the children.
- There has been commitment to employ staff that are able to fulfill multiple roles, e.g. Preschool Support and Occasional Care , to ensure continuity of care for children and stability of employment for staff. This also supports staff to understand the integrated service model of education, care and family services and how it improves outcomes for families as they are able to work across programs within the Centre.

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Quality Area 5: Relationships with Children

Summary of Strengths for QA5:

- All staff prioritise interactions with families and children during times of arrival and departure from the Centre. The arrangement of learning areas is completed before families arrive in the preschool area.
- Staff focus on building relationships with families to create a welcoming environment and a sense of belonging for all. We prioritise the development of secure and trusting relationships with children and adults by taking the time to get to know all the children and their families. Strategies that promote this include always having an educator available at the beginning and end of each session to talk with families, a staff member is available at the main entrance of the Centre to ensure families are welcomed and answer queries and give information if requested.
- Preschool staff have ready access to enrolment information and there is time allocated at staff meetings to discuss information regarding specific children and families.
- The Preschool Daily Communication Book and Confidential Information Book are readily available for all staff to record and access information relating to children and families.
- Information relevant to individual children is documented in individual files which may include Individual Learning Plans, One Plans, Support Services information, completed developmental checklists, written observations and other data.
- Visual schedules and prompts are available for all children to support communication and socialisation with others
- Preschool children are organised into groups with a teacher, where the specific teacher is the primary contact for families to discuss the child's individual progress, needs and successes. This promotes stronger relationships between educators, children and their carers.
- Opportunities for peer scaffolding across different age ranges are created with the integration of Occasional Care and Preschool programs
- Routine activities are structured and implemented in a way that promotes social interaction e.g. Lunch Care (active conversation and discussions re healthy food choices, gardening, cooking, our edible garden) and nappy changing (talking with child as nappy changed). Daily routines have been reviewed and adjusted to provide more opportunities for uninterrupted play and learning for children.
- Staff identify each child's individual needs and interests and use these to provide opportunities for the child to self-regulate emotions. Staff maintain consistency in responses to children in both the language and practices used.
- Staff encourage a culture of reciprocal respect between children and families, in order to build an awareness and inclusion of cultural diversity.

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Quality Area 6: Collaborative Partnerships with Families and Communities

Summary of strengths for QA6

- A Preschool Enrolment Pack has been developed for families. A Preschool Enrolment Evening is held (when appropriate regarding COVID) where new families are able to meet each other and all staff are able to meet families.
- Families are invited to access other Community Programs and Pre-entry prior to full time preschool to become familiar with the Centre.
- Pre-entry sessions are offered for all families in Term 4 for children beginning Preschool the following year. Families are able to nominate their preferred sessions and the Director plans sessions accordingly. This is to ensure sessions meet the needs of families' e.g. work commitments of parents.
- Families are encouraged to stay as long as they feel necessary in transitions and separations in both Preschool and Occasional Care and goodbye routines are established to meet the needs of both child and adult.
- Staff and leadership continually reflect on strategies to increase family engagement in the Centre and review practices e.g. changing times of Governing Council meetings to daytime.
- Surveys are distributed to all families seeking feedback about the Centre and programs that operate. This survey is done online and hard copies can be made available.
- Pamphlets and information is available in foyer – pamphlets regarding current policies and programs and Family Information Book,.
- During the Enrolment Evening and Pre-entry program there is the opportunity for parents to discuss their individual child's learning and wellbeing.
- Integration of Occasional Care and Preschool program allows for seamless transition into preschool program for children.
- The integration of the Preschool Program and Occasional Care supports the inclusion of all children.
- SCC staff work collaboratively with other services e.g. private allied health professionals working with families as part of the NDIS, to ensure a collaborative approach is implemented to support individual children and their families.
- Building relationships and engaging with the local community is a key component of the Children's Centre model and the role of the Community Development Coordinator is integral to this.
- Staff are engaged in, and embed , Paint the Westside REaD, the early literacy initiative that is a collaborative project with other Early Years sites, local Council and community agencies working with young families
- Visits to SPPS Library occur on a regular basis to build links with Seaton Park Primary School

Strengths

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Quality Area 7: Governance and Leadership

Summary of strengths for QA7

- Staff are employed in multiple roles to ensure sustainable employment that supports continuity and retention of quality staff.
- Processes have been designed and implemented to support a culture of reflective practice e.g. staff engage in reflection and review processes as a regular part of Staff Meetings.
- The Quality Improvement Plan is regularly reviewed with all staff and used and referenced as part of our improvement processes
- Centre information is archived in a well organised manner and stored in a secure storage location which is kept locked at all times.
- Records of child information are stored securely, but easily accessible for daily use by staff.
- Resources are targeted to ensure employment of an Administration/Finance Officer.
- The ongoing review of procedures, policies and STAR tasks are regular staff meeting agenda items.

Learning Improvement Plan



Goal 1: Extend children's confidence to share their thinking and reasoning with others, reflect on their ideas and how they are doing it

Challenge of practice:

If we embed pedagogical documentation as a way of working and a whole site approach to supporting children share their thinking and reasoning with others we will see more children confidently sharing their thinking and reasoning with others, reflecting on their ideas and how they are doing it.

Actions	NQS links	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> Analyse current teaching practice (what does our teaching currently look like – (e.g. how do we currently support children's confidence to share their thinking and reasoning with others, reflect on their ideas and how they are doing it) 	1.1 1.2 1.3 7.2.1 7.2.3	End of Term 1	RRR used to analyse teaching practice do this. From the analysis of the RRR we will determine key practices or strategies for further research	Kathy, Alison, Emma, Sofia, Weronika and Eileen
<ul style="list-style-type: none"> Clarify effective practices/develop expertise in effective strategies 	1.3.1 1.3.2 1.2.2	Wk 5 T1 / Wk 5 T2	RRR Literacy and Numeracy Guidebooks Talk Play Read Resource Lynda Barclay - DfE Speech Pathologist	Kathy, Alison, Emma, Sofia, Weronika and Eileen
<ul style="list-style-type: none"> Embed Pedagogical Documentation as a way of working. All staff will have an opportunity to contribute and professional learning will be shared. 	7.1.3 4.2.1 4.2.2 7.2.2	Ongoing	LDAR Professional learning (IWP Early Years) Coaching Conversations with Alma Fleet	Kathy, Alison, Emma, Sofia, Weronika and Eileen
<ul style="list-style-type: none"> Build expertise in our professional writing 	4.2.1 4.1.2	End of T2	EYLF RRR Coaching Conversations with Alma Fleet Adam Christie (ECL) Talk Play Read Resource	Kathy, Alison, Emma, Sofia, Weronika and Eileen
Success criteria	From the analysis of Ped Doc we will see more children that are confident to share their thinking and reasoning with others, reflect on their ideas and how they are doing it			