

il nido

Children's Centre

for Early Childhood Development and Parenting

Context Statement

March 2018

Introduction

il nido Children's Centre for early childhood development and parenting is one of the new innovative integrated Children's Centres. il nido Children's Centre, Charles Campbell College (Junior School) and CAMHS are all co-located on the same block of land across from Charles Campbell College (Middle and Senior School) and Eastern Adelaide Special School (formerly known as Kensington Special School)

il nido Children's Centre is a joint initiative of il nido Community Child Care Centre Inc and Department of Education and Children's Services, Health and Department of Families and Communities and is the first Children's Centre in South Australia to be developed from a community based Child Care Centre.

il nido Children's Centre brings into reality the directions within the Department of Education and Children's Services Inquiry into early childhood services *Virtual Village* report. The Children's Centre commenced being built in Jan 2009, after the establishment of an enabling group who submitted an Education and Care Brief recommending the development of a Children's Centre to be located at Campbell Road. The Children's Centre has been built alongside il nido Community Child Care Centre on the school grounds of the former Campbelltown Primary School and incorporates Campbelltown Preschool Centre which relocated to the Children's Centre from Hambledon Rd December 2009. il nido Children's Centre commenced operation as of Jan 2010 and is an integrated services site that brings Care, Education, Parenting Support, Community and Health together.

General Information

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Contextual Information

Campbelltown was traditionally a market garden area and over the past twenty years has seen the area change with an increase in medium density housing with young families moving into the area. The community has several characteristics, which set it apart from the rest of the Eastern Adelaide Region.

According to Australian Bureau of Statistics 2001 these include:

- Community composition - approximately 45,000 residents, estimated population for 2005 is 47,266 residents. 5.4% are children between the ages of 0-4, 15.7% are children aged from 5-17.
- Increasing number of immigrants from a range of countries, many with little extended family support, 22.6% Non-English Speaking Background residents, 29.1% of total population was born overseas and 25% from the African Community.
- Low socio-economic area with a large percentage of Housing Trust residents, high mortgage, low income families and large population of new arrivals families in to the area, Campbelltown is the 9th most disadvantaged of 19 local government areas. 25.5% of the community earn less than \$19,916 per year, 24.9% of the community earn between \$19,917 and \$36,912 per year.
- High percentage of dual income families, many with one parent working part-time
- Hidden poor – high mortgages cost of petrol, child care costs, casual workforce, etc.
- Family and personal stress – increasing number of adults and children presenting with mental health issues, attachment issues to their children

Key Centre Policies

The il nido Children's Centre works with the community to provide high quality integrated education, care and health services in a safe and accessible environment that meets the needs of children aged from birth to eight years and their families. il nido Children's Centre aims to improve health and learning outcomes for children by providing a wide range of services supporting community participation. Service providers from Health, Education and other sectors are located and work together in partnership with communities. This includes community participation in children's health, development and learning as well as decisions about programs and services provided by the Children's Centre.

We share a commitment to improving outcomes for children and families, particularly those groups in the population who experience difficulties in gaining access to services and opportunities. We believe that greater progress toward improved outcomes is to be achieved by working together rather than working alone.

The il nido Children's Centre approach is based on the following principles:

- the needs of children are paramount
- the strengths of children and families will be built on
- parents will be engaged in their own and their children's learning
- utilising community resources to build community capacity
- a welcoming family friendly environment will facilitate life long learning for all
- responsiveness to immediate and anticipated community needs will guide service design and delivery in partnership with parents, community and agencies.
- services will be integrated into a cohesive partnership structure and service model
- continuous reflection on progress and continuous improvement of services will ensure best practice
- Indigenous culture and cultural diversity are respected and valued
- empowering community members to be involved in the Centre's decision making processes

Curriculum

We use the Early Years Framework Belonging, Becoming, Being as the basis for providing a programming cycle of observation, planned program, evaluation and incorporation of the evaluation for the future planning of programs and reporting on children's learning. We provide a relationships-based program that draws from attachment theory and in particular the Circle of Security.

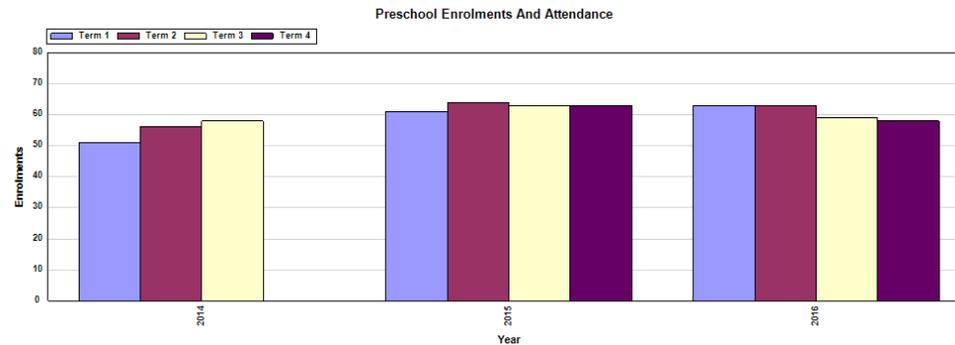
We provide a play based curriculum in a nurturing environment that encourages children in their social exploration. Play is the central mode of learning and the experiences provided and developed contribute to the achievement of successful learning outcomes for all children. The primary caregivers use strength based when planning for individual children in co-operation with parents. Groups are planned for using the project approach (inspired by Reggio Emilio) to encourage a deeper level of learning on a topic for the term.

Each child has a learning portfolio which includes Learning Stories, examples of work and input from the home environment. Parents are encouraged to write their own Learning Stories documenting their child's progress. Portfolios remain the property of the child and are accessible to the children through out the day to reflect on their own learning journey.

Staff Profile

Director Early Childhood Education and Care (1.0)
Assistant Director (Child Care)
Qualified Early Childhood Teachers
Children's Services Professionals
Children's Services Educators
Community Development Coordinator (1.0)
Family Services Coordinator (1.0)
Occupational Therapist (0.3)
Speech Pathologist (0.3)
CAFHS Nurses (0.6)
Clerical Officer
Cook

ENROLMENTS



Our enrolments for the preschool have remained steady over the past four years have remained steady around the 61 mark, with the site having a 66 enrolment capacity. Unfortunately 2017 data was available at the time of writing the context statement but the site had achieved 66 for 2017.

ATTENDANCE

Our attendance was higher than the State for Term 1 and 2 in 2017 averaging 90% while the State averaged 89%. Unfortunately we had a decrease when our numbers dipped in Term 3 due to a gastro outbreak which resulted in a significant temporary drop in attendance.

Services Offered in the Children's Centre :

Child Care:

- The centre is licensed for total of 100 children at any one time – this includes the Sessional Preschool.
- There are 12 Under 2 places and 88 2-5 year old places.
- Child Care is offered 7am -6pm Monday to Friday with am 7.00-12.30pm and pm sessions available 12.30pm-6.00pm only in the preschool as of 2019.
- The child care component is offered 50 weeks per year with the centre closing for two weeks per year over the Christmas/ New Year Period)

Sessional Preschool:

- 4-5 year olds, for 4 terms prior to starting school for up to 5 sessions per week
- 3 year old Aboriginal children and children under the Guardianship of the Minister for up to 8 terms prior to starting school for up to 4 sessions per week.
- Preschool is offered 8.45-11.45 and 12.30-3.30 (Full day options are available)

Community Support and Engagement

- Our Community Development Coordinator (CDC) offers a variety of programs for parents to engage in, including playgroups, school holiday events, new parent support groups and parent information sessions. 'What's On' is produced each term outlining the variety of programs offered in the centre and is available from the reception desk.

Family Counselling

- Our Family Services Coordinator supports families in bringing up their children to be safe, healthy and happy. Our FSC provides individual and family counselling, group programs and information about services families can access. Our FSC may work with individual children and parents or with the whole family.

Child and Family Health services (CAFHS)

- promote the health, well-being and development of children and families. These services are provided for children from birth to five years of age with specific focus on birth to three years of age. Services include:
 - support for parents in areas of parenting, including groups for first time parents
 - health services for infants, including health surveillance and developmental health checks
 - support for parents and infants with additional needs eg feeding, settling, development
 - up-to-date health information for parents, children and families.

Allied Health services

- The Allied Health staff share specialised knowledge that supports Children's Centre staff in identifying children at risk of developmental delay and support staff and parents in promoting children's optimal development.
- Speech pathologists assist with all aspects of communication including speech, language, literacy, signs, symbols and gestures and can also assist with issues around eating and drinking.
- Occupational therapists support children's optimal participation in and performance of daily activities. This may involve strengthening of play skills, fine and gross motor skills, concentration and self-regulation skills.