

il nido

# Children's Centre

*for Early Childhood Development and Parenting*

## Context Statement

March 2020

## **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 Hambleton 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 market gardens that were established during the late 1800s. Significant development occurred during the 1950s, with many Italian migrants moving into the area. Residential development and population exploded in the 1960s. From the early 90's the population increased from about 43,000 to nearly 48,000 in 2011, with the majority of this new dwelling construction occurring in Magill, Paradise, Rostrevor and Tranmere, and more recently in Campbelltown. Newer development has often been of an infill character, with many two storey dwellings. Many areas within the City of Campbelltown tend to be attractive to established families, such as Athelstone and Rostrevor. The western and north-western areas of the City (Campbelltown, Hectorville and Paradise) are more strongly influenced by the inflow of younger people, such as tertiary students aged 18-24 years. A number of areas also attract many older people (80+), notably Campbelltown, Newton and Paradise. This variety of roles and functions played by the different small areas in the City of Campbelltown means that population outcomes differ across the City.

### Campbelltown Local Government Area (LGA) Demographic – ABS 2016 (still current)

- Community composition – 51,659 residents. Children between the ages of 0-4, - 2,887, children aged from 5-14 years – 5,747. Children aged 15 – 19, 3,027. It is estimated that by the year 2021 the population of the City of Campbelltown will reach 55,014 and by the year 2026 the population will be 59,583.
- Aboriginal population is 282. This is 0.6% of the Campbelltown LGA
- 31,864 people are engaged in the workforce. The median Wage is \$45,429. 32.3% of households earned less than \$650 per week. (\$33,800 per year) 24% of families had both parents not working
- High percentage of dual income families, many with one parent working part-time
- Areas of low socio-economic status with a large percentage of Housing Trust residents, high mortgage, low income families and new families from overseas.
- 38.6% people speak a language other than English
- In the City of Campbelltown, 61.9% people were born in Australia and 33.9% were born overseas. The 3 top countries of birth other than Australia are: Italy, China, England/India

## 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 Practitioner (1.0)  
Occupational Therapist (0.3)  
Speech Pathologist (0.3)  
CAFHS Nurses (0.6)  
Admin Officer and Finance Officer  
Cook

## **Services Offered in the Children's Centre:**

### Child Care:

- The centre is licensed for a 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
- 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 9-12 and 12-3 2 full day and one ½ day is encouraged

### 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.