

# Quality Improvement Plan for

## il nido Children's Centre - Preschool

2020

Service name

il nido Children's Centre

Service approval number

SE-00010490

Acknowledgment of Country

We acknowledge the **Kaurna** 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

il nido Children's Centre for early childhood development and parenting is a stand-alone preschool and child care site. Charles Campbell College (Junior School) is 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, 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 inquiry into early childhood services Virtual Village report.

The Children's Centre commenced operations as of Jan 2010 and is an integrated services site that brings Care, Education, Parenting Support, Community and Health together. 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 all 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.

The centre is licensed for 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 childcare 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 old's, for 4 terms prior to starting school for up to 5 sessions per week. We encourage 2 and a half days 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 12 hours per week. >Preschool is offered Monday to Thursday 9-12 and 12-3pm and Friday 9-12 only. There are Childcare options for before and after preschool care. 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. 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. 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.

# Context

## Statement of Philosophy

Our belief statements are:

Each child is import, has rights and individuals needs.

That children are capable and confident learners

That the program reflects a holistic approach that pays attention to the children's physical, personal, social, emotional and spiritual well-being as well as the cognitive aspects of learning.

Parents/guardians and families are the child's primary caregivers and that positive parents partnerships with staff are essential to the provision of quality early childhood education.

That hight staff morale, open staff communication and team work are essential for the provision of quality care within the Centre.

That the centre should provide strength based approach to community programs that meet sthe needs of the local community and support sustainability through out the centre.

Please see hyper-link for full philosophy.

# 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

The practices and principles contained within the Early Years Learning Framework (EYLF) and the DfE Preschool Numeracy and Literacy Indicators are embedded in the program delivery. Educators promote children's learning through play and open ended, hands on exploratory and investigative experiences. We follow an inquiry based approach using the children's interests to guide the direction and investigations.

Our program and group times are inclusive of all children's interests, abilities, needs and culture, and encourage children to actively participate and drive experiences that interest them.

We make informed decisions on what the content of the program should be from our observations and guidance given by children and families through their requests and the feedback provided. Educators undertake reflective conversations focused on children's learning and planning for next steps.

All Educators are involved in documenting children's learning and keep copies in a portfolio folder for each individual child. We document children's learning through learning stories, observational photos, examples of children's work, inquiry stories, newsletters and displays, showing children's involvement in group experiences and individual experiences. We communicate children's learning to families through Storypark, portfolio books, email and face to face.

Each child has a learning portfolio which contains learning stories, examples of children's work, photos and other information which shows children's learning and involvement in our program. Families are welcome and encouraged to take the portfolio home to share with family and friends and make comment and give feedback .

Our assessment and reporting process focuses on showing children's progress using strength based approach. Any learning issues identified are raised appropriately with the families. A Statement of Learning is provided to families at the end of the child's year at kindergarten.

Learner support is provided through DfE and Inclusion Support to ensure all children have support for equitable engagement in the learning program and support for additional needs.



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## Quality Area 2: Children's Health and Safety

The health and safety of all children, staff, families and visitors is paramount. Daily safety checks are embedded and conducted during our morning routines. Work Health and Safety (WHS) is a standing item on our staff meeting agenda and Governing Council/Management Committee meetings. Children in each room are encouraged to be a part of safety conversations and are asked to be involved in making their play space as safe as possible. This is recorded in Risk/Benefit assessments where children are encouraged to take calculated risks depending on age and abilities of the individual child.

Steps are taken to prevent and control incidences and the spread of infectious diseases by ensuring a clean organised environment following our cleaning schedules and policies and procedures. Families are informed using posters, newsletters and email. All incidences are recorded on the accident/injury/illness form, then recorded on a register. we then critically reflect if any instances could have been avoided by changing our practises.

We provide food and drink that is nutritious and appropriate for each child in regard to age, ability, allergies, intolerances and cultural preferences. We gain information from parents at first enrolment and through parent information sheets throughout the year. All staff complete training in safe food handling through "Bug Busters" DVD and questionnaire annually and access other training on Nutrition. All children are encouraged to serve themselves where appropriate and safe to do so. This allows children to become independent and grow their self help skills.

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## Quality Area 3: Physical Environment

We strive to ensure that children are outside at least 50% of their day. We do this by having indoor/outdoor play opportunities at the same time and we take the inside out and bring the outside in. When it is hot we go outside in the mornings and play in the shaded areas and keep cooler in the afternoons by being inside. When it is colder we rug up in warm clothes and encourage parents to supply rubber boots and wet weather gear so children can experience playing in the rain.

Our outdoor learning environments have both natural elements and man-made areas where children are encouraged to play and explore. These areas include a mud pit and kitchen, shaded rest areas, sand and water play rocks and tree climbing.

Inside and outside play spaces are age and developmentally appropriate allowing plenty of space, textures, mediums and nature. Parents are encouraged to explore these spaces with their child as they are settling them in for the day or when picking them up. We regularly reflect on these spaces with children and families through inquiry process and parent questionnaires.

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## Quality Area 4: Staffing Arrangements

All educators at il nido Children's Centre have a recognised Early Childhood qualification ranging from University degrees in Early Childhood Education, Diplomas in Children's Services and Certificate III's. We have educators who are at Cert III level that are working towards the diploma level. The Director has a Masters in Early Childhood Education, Bachelor of Education, Bachelor of Arts in Education, Graduate Diploma in Strategic Leadership, Diploma of Front-line Management plus others. Allied health staff have degrees required in their fields for speech, occupational therapy and family practitioner.

Across the site educator to child ratios are maintained at a higher level than required by NQS. This has been done deliberately to ensure we provide children and families with high quality learning environments with building strong relationships with children. We try to ensure we maintain regular relievers when needed to ensure continuity of care for children.

Circle of security principals are embedded as educators have been trained and critically reflect on their practises which builds their understanding of the importance of positive relationships and empathy with all children.

We provide a consistent staff roster to ensure continuity for all children and families throughout the centre. Educators are on a rotating roster so to allow parents to get to know all educators and this promotes work satisfaction for educators. When changes to the roster due to staff illness, annual leave, long services leave or professional development occurs we endeavour to employ regular relievers that have a good working knowledge of our site. When employing a new reliever we give them a work experience trial to learn our routines and give them an induction to the site before having them included in our ratios.

# Strengths



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## Quality Area 5: Relationships with Children

Educators prioritise building respectful, secure, meaningful relationships with children and promoting their well being ensuring individual needs are always met. This is accomplished by our embedded practise of primary care giver groupings in each room and using the Circle of Security practises. Parents are informed who their child's primary caregiver is when enrolling and when moving/changing rooms via notes in their parents pocket and on Storypark. Children are placed in primary caregiver groups by Team Leaders taking into consideration previous children from the same family already having a positive relationship with an educator.

Educators work with families to develop and assess goals though "Welcome to Preschool/Parent Input" sheets, Parent/Teacher conversations, Family tea in Term 1 and regular communication (verbal, email, Storypark, phone calls, meetings etc.)

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and evaluate

## Quality Area 6: Collaborative Partnerships with Families and Communities

All families are invited to take part in an orientation process where they attend an Open night to learn more about the centre, then when a place becomes available for their child they are encouraged to do at least 2 orientation visits where the parents stays with the child to support their child to build a relationship with their primary care giver. more visits are encouraged if through reflection the educator or the parent feels they would be beneficial.

Through our Community Development Officer and other staff, il nido Children's Centre's families are kept up to date with current community information and site information through regular Facebook posts, posters on doors, emails and newsletters. We offer many programs to support parenting and family wellbeing. Our CDC publishes a timetable of these offerings every term and encourages all families to attend. Our programs are run during the day, in the evening and sometimes on weekend to cater for working families to attend. CDC, Speech therapist, OT and our Family Practitioner have regular conversations to share ideas on what families needs might be and run programs together.

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**5**  
Review  
and evaluate

## Quality Area 7: Governance and Leadership

A Governing Council is established each year for the Preschool and a Management Committee is established each year for the Child Care sector. The two committees meet monthly throughout the year to discuss issues and make informed decision for the site. The committees include parents who are voted into executive roles, staff representatives from preschool and child care, an Allied Health rep, the Director and Assistant Director. We ensure we have more parents than we do staff. When decision need to be made that may conflict with Preschool or child care we are very deliberate in identifying the decision makers for the separate sectors.

At times when Team Leaders have been away for extended periods of time, for example, Annual Leave we have had other Diploma educators being able to step into those roles to ensure smooth transitions and continuity of care for children. This allows educators to practise and demonstrate their leadership skills in the absence of the team leader. Parents have told us they are happy that there are still familiar faces in the rooms and that educators get to step up and try leadership roles.

All educators including our regular relievers are included in our Performance Development conversations. Regular conversations occur throughout the year with the major written PD process taking place at the end of the year to reflect on the year gone by and to begin a new plan for the following year and at the end of term 2 to see how everyone is travelling to complete their goals by the end of the year.

# Quality Improvement Plan for

## il nido Children's Centre - Preschool

2020

### Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

### How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

**For further information and advice contact your local education team.**

# Learning Improvement Plan



**Goal 1:** For children to become effective communicators.

## Challenge of practice:


If we provide multiple opportunities for children to engage in speaking and listening, reading, writing and viewing then children will become highly effective communicators.

Actions	NQS links	Timeline	Resources	Responsibility
Build Educator Capacity knowledge and awareness - training - on PASM Phonological Awareness Skill Mapping, track and monitor children's progress, concepts of print COP	1.1.1 1.1.2 4.2.1	Term 1	Phonological Awareness Skill Map Speech Pathologist	Melissa and Holly to sources training
Environments - how to set the environments to foster language use, inside and outside, verbal and non-verbal, bookmaking,	3.2.1 3.2.2	Term 2 and 3	Preschool Literacy Handbook - First Steps Literacy maps of development	All educators
Pedagogical Documentation - what are we collecting, why are we collecting it, what do we need to collect, what will tell us what we need to know, what can we let go of?	1.2.1 1.3.1 1.3.2	Term 2	Training session/s Staff meetings Team meetings	All educators
Success criteria	Each child has growth on their Phonological Awareness Skill Map. Each child understands the concepts of print. Each child can retell favourite stories or their own story through bookmaking Educators are confident in PASM, COP, and setting up welcoming environments to foster literacy and engage children in language.			





## Goal 1: For children to become effective communicators.

Meeting date	Implementation (are we doing what we said we would do?)  <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps
20/02/2020	Emily DfE Speechie gave a 45 min presentation on PASM, phonological, syllables and rhyming. Emily presented to all site staff.	Staff had a intro session to PASM. Staff began discussions on high quality books and songs to upgrade our collection.	Look at the books we have. Discard ones that have little or no value to children, begin a list of new books to order with a focus on rhyme, patterns in language and phonological awareness.
Early term 2	Linda chose 6 children of different abilities from the preschool room to assess their PASM skills. Linda worked with Emily to map those skills along with others they accessed.	Using the data we retrieved, it informed our practise and set learning goals for children. We focused our program on the needs of the children. Small group work was done. More targeted approach to children's needs.	Include more/all children in next years PASM data collection. Introduce EYLF literacy and numeracy data collection to staff.
All term 3	Clapping syllables of our names to embed them into our practise and routines while going off to wash hands and eat our fruit.	The children are very familiar with pattern and rhythm in language and encourage each other to clap their names. A folder was set up to collect samples of literacy experiences.	Meet with Reception staff from the school to let them know hat we are doing and share information about PASM. Prepare all staff for all children to be included in PASM 2021.
Term 3	LADR - used PASM to track, monitor and plan the program and intentional teaching	More targeted approach to children's needs.	Introduce data collection for EYLF, Literacy and Numeracy and PASM for all children 2021 to inform our teaching practises, programming and building capacity in educators.
Term 3	LDAR - bookmaking - all children were encouraged to participate in bookmaking, an area in the room was set up specifically to make books, children were recorded during the reading of their books to staff	Children gained confidence, built on connections and knowledge of print. all children new that books have a beginning, middle and an end.	Ensure bookmaking is included and imbedded in our program and pedagogy every year extending on the concepts of print.

# Learning Improvement Plan



**Goal 2:** For children and families have a strong sense of belonging and connection to their community.

## Challenge of practice:

If we provide relevant programs that has been identified through LAN, the families and children's well being and connection to the community will become stronger.

Actions	NQS links	Timeline	Resources	Responsibility
Develop a site specific Reconciliation Action Plan (RAP), gain members to form a committee, attend training through Reconciliation Australia, seek support and help from local Aboriginal elders and community.		Term 1 for training term 2 for a draft	Training local contact person	Jane, Melissa, and committee
Provide a safe place and space to conduct a Dad's Playgroup, meet with Dai Griffiths to organise times, dates, structure, activities		Feb 2020	Dai Griffiths	Jane
Team Around the Child - provide a holistic approach to fulfilling the needs of children in our care		Term 3	Identifying children in need, setting time for team leaders to be involved, with CDC, FP, SP, OT	Melissa and Holly to set up with FS team
Success criteria	A more holistic approach to working with families and children with additional needs/special rights. A RAP that we can be proud of and that supports our work with Aboriginal and Torres Straight Islanders. Involve Dad's in a playgroup so they can feel supported and connected with community.			


# Progress notes



4

Improve  
practice and  
monitor impact

**Goal 2:** For children and families have a strong sense of belonging and connection to their community.

Meeting date	Implementation (are we doing what we said we would do?)  Enter your overall assessment of progress towards implementing actions for improvement.	Impact (are we improving learning outcomes?) Enter the evidence of impact of your actions on children's learning against success criteria.	Next steps
	RAP - a work in progress due to Covid 19 at the moment we are gathering group members to provide input into the RAP		Gather members and set a new date to have first initial conversations about what a RAP might look like for our site.
	Dad's Playgroup was set to go on 25th of March, all community playgroups were shut down due to Covid 19. Dad's playgroup resumed on 19th of Sept at Trinity Gar - was set up as a once off but we have planned 4 more sessions	CDC's from il nido and Trinity Gardens have been meeting with Dev Griffins from LCC to set this group up. Dads have been getting involved. 4 at first group then 6 at the next.	Continue to monitor attendance to see if this should a regular playgroup for Dad's.
	TAC - meet every month to discuss and support children and families within the centre and the community.	It has provided a wholistic approach to care using a multi-disciplinary team including Director, Assistant Director, SP, OT, FP and CDC.	Set guidelines/purpose for meetings to ensure time is spent wisely.

# Learning Improvement Plan



Goal 3: Goal 3 goes here

Challenge of practice:				
Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

# Progress notes



4

Improve practice and monitor impact

Goal 3: Goal 3 goes here

Meeting date	Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i>	Impact (are we improving learning outcomes?)  <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i>	Next steps

# National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed
3.2.3 7.2.3	For sustainability to become embedded in everything we do.	Form a sustainability committee that meets regularly and educates staff during staff meetings.	Term 1	Melissa, Sharon	Staff to volunteer to be on the committee	Not meeting regularly
		Purchase more colour coded bins	Term 1	Melissa	Contact Ecobins	Term 1
		Complete a sustainability audit (if we can find one)	Term 1 and 3	Committee	Source an audit.	not yet
All Quality Areas	For critical reflection to become embedded in our regular practise.	Purchase Critical Reflection Diaries for all rooms and have them use it throughout the year.	Term 1	Melissa to purchase All staff to use		Term 1
		Staff bring diaries to staff meetings to discuss	On going all year	All team leaders		ongoing
1.3.3 6.1.2 6.1.3 6.2.3	Investigate Storypark more so it can be used to its potential in regards to communicating with families.	Finding out the capabilities of Storypark, how can we utilise it better, what else can it do, are we missing anything	Term 2	Stacey	Contact Storypark	Stacey completed
		Educator capacity, teach all staff how to use Storypark	Term 3	Stacey, Holly, Melissa	Training packages, powerpoint	Stacey competed
6.1.2 6.1.3 6.2.3	Build strong relationships with all children and families	4 staff to attend Berry Street Training	Terms 1 and 2	4 staff attending training	TRT and relief days for DfE and CC staff	Cancelled due to Covid 19
		The 4 staff to present at staff meeting so all staff can benefit from the training	End of term 1 and end of term	4 staff members	Time in staff meetings	Cancelled due to Covid 19

# Review and evaluate



5  
Review  
and evaluate

For children to become effective communicators.

## Learning improvement goal 1:

What progress have we made? Have we achieved our goals?

Staff training has taken place, PASM and phonological awareness (Emily) at a staff meeting

- Linda assessed 6 children using PASM, language and speech screener
- Melissa looked into screening for next year (all areas of EYLF, Literacy and Numeracy)
- Syllables embedded into curriculum
- Shannon set up a folder to collect samples of literacy and numeracy experiences.

Enablers: What factors have been critical for success?

Having Linda on site to assess PASM, language and speech.

Whole site training.

Trialling a small number first (PASM) before introducing assessments for everyone.

Inhibitors: What factors have impeded progress? How will we work through this?

Consistent staffing (constant upskilling of new staff and team building)

- something I have noticed we can improve on is staff engagement with children
- staff being on board with data collecting
- Covid 19
- educators from child care and preschool having different knowledge, skills and theories

Recommendations: What are the next steps to take?

- meet with school Reception staff re: PASM and year 1 phonics screening
- prepare all staff and involve all staff with PASM in term 1 2021
- map a program for PASM over the year
- introduce data collection for EYLF, Literacy and Numeracy, PASM for a multitude of reasons but for the purpose of the development of children's communication in Goal 1. Ensuring we cover all aspects include bombardment and following children's interests.

# Review and evaluate



5  
Review  
and evaluate

For children and families have a strong sense of belonging and connection to their community.

## Learning improvement goal 2:

What progress have we made? Have we achieved our goals?

Dad's Playgroup begun slowly in term 4 with 3 dad's and their children and has grown to include 6 dad's after just a few short weeks.

The playgroup is getting traction by other Children's Centres advertising the service to their dad's.

Team Around the Child is happening regularly with lots of discussion

Enablers: What factors have been critical for success?

Regular meetings with lots of planning

Researching important aspects of the RAP and what the requirements are and the best people to be involved in developing one.

Consulting with the community about the needs.

Identifying the needs of the community through the LAN.

Inhibitors: What factors have impeded progress? How will we work through this?

Covid 19 impeded our progress due to Community Development Coordinators being sent home for all of term2 and most of term 3.

Programs were cancelled during term 1 and only resumed in Term 4 but in a limited capacity due to social distancing restrictions.

With the CDC working from home, connections to the community were harder to make, meetings were done via Zoom and WebEx.

RAP - was not started due to a committee not being able to meet face to face and there were other priorities due to Covid 19.

Recommendations: What are the next steps to take?

Form a strong committed committee for the RAP.

Delve further into "What is the current role of the CDC?"

Communicate with the community around the needs of families in this area and provide services to meet those needs.



# Review and evaluate



5

Review  
and evaluate

Goal 3 goes here

## Learning improvement goal 3:

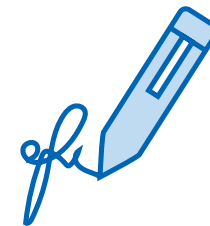
What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

# Approvals



Approved by director/principal

Melissa Gobell

01/02/2020

Approved by governing council chairperson

Approved by education director