

Quality Improvement Plan for

il nido Children's Centre - Preschool

2022

Service name

il nido Children's Centre - Preschool

Service approval number

SE - 00010490

Acknowledgement 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. 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 January 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 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.

➤ Preschool: 4-5 year old's, for 4 terms prior to starting school for up to 15 hours per week. We offer 2 separate groups.

➤ 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 Friday 9am - 3pm. There are child care options for before and after preschool care. On Wednesdays Group 1 attends from 8.45.am to 11.45 am and Group 2 attends from 12.15pm to 3.15 pm

Community Support and Engagement

➤ Our Community Development Coordinator (CDC) offers a variety of programs for parents to engage in, including playgroups, 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 Practitioner (FP) provides individual and family counselling, group programs and information about services families can access. Our FP 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

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

As a community we Acknowledge and respect the Kurna people, the Traditional Custodians whose ancestral lands we live, work and learn on. We respect the deep feelings of attachment and relationship of the Aboriginal people to country.

We respect and value the uniqueness of each child and their family. We will sensitively build strong relationships that are empowering and maintain the dignity of all children, families and educators. We encourage and support the cultural diversity and perspectives of all families and children and strive to inspire families to share this with us.

Children and Learning

We believe children are capable and confident learners who are unique and express themselves in infinite ways (100 languages, Loris Malaguzzi, Founder of the Reggio Emilia Approach), enabling exploration and connections in their thoughts, feelings and imaginings. These symbolic languages are open to the children's endless potential and play.

At il nido, Primary Caregiving and Circle of Security are embedded in our practice. This fosters secure attachments and creates a strong sense of belonging and identity. The environment is the third teacher to support inquiry practices which are strength based experiences. At il nido, we provide rich play with nature, loose parts, and open ended opportunities to maximise learning outcomes for children.

At il nido every child is competent, capable, important, active members of our community. They are supported to grow strong voices to guide and direct their learning.

Family and community

il nido values families and parents as the first educators of their children. In partnership we build connections with families to develop and implement meaningful learning opportunities.

At il nido we engage with our local community including service providers to ensure better outcomes and opportunities for both children and families. Targeted support for children and families is provided on site through playgroups, parenting groups and allied health.

At il nido we build strong working relationships with the schools, government and non government organisations in our local and broader community.

Education

At il nido, educators are committed to developing and maintaining collaborative relationships with each other through positive open communication, respectful interactions and acknowledging diversity. This creates a culture for critical reflection and growth in a supported environment.

Educators continuously improve practices through ongoing critical reflections, professional development and performance reviews. This ensures educators have high quality practices to support children to be confident and capable learners.

Management, leadership and educators work in partnership to ensure wellbeing for all. This creates an environment of cohesive collaborative and positive working relationships with a sense of belonging.

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

Quality Area 1: Educational Program and Practice

Theme 1:

Individual learning plans (IPL) for every children and inquiry based learning is embedded in our practise. Every term we have an inquiry which is led by the children's interest's and questions. Individual goals are set each term and evaluated each term. these are done by the children's Primary Caregivers. Educators spontaneously reflect on children's learning and development and respond to each child's ideas to extend and encourage participation, learning and development using intentional teaching and higher level questions. We began a new process of programming last term to reflect and make visble the whole program cycle.

Theme 2:

Staff reflect on the children's learning using observation, photo's and parental input cycle by the whole team. This again, is individually assessed against each child's term goals. The children's spontaneous and emerging ideas are recorded as par of the emerging curriculum. Specifically purchased diaries and individual books are in each room and for each educator to critically reflect on programs and practise. These are for self reflection and room reflections and are guided by individuals and our Educational Leader who poses thoughts, questions, ideas, wonderings and ponderings.

Theme 3:

We ask families about their child's strengths and interests and also about their own cultures and skills to share. We share our inquiry/program/events with families via Storypark.

Preschool children and their families are invited to a Parent/Teacher conversation in Term 1 to share information about each child and set goals for the children. this is followed up with children sharing their profile books at the end of term 2 and parents providing feedback about their child's learning journey.

Educators are always available to speak to parents before the morning session begins and at the end of the day to talk to families about their child's experiences, knowledge, strength, culture, abilities, interests, learning and development. if these times do not suit parents are encouraged to make a different time to meet with educators or have a phone consultation.

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Quality Area 2: Children's Health and Safety

Theme 1:

Health and safety for all children and educators is our highest priority here at il nido. We ensure all procedures are adhered to and embedded. Children are encouraged to participate in discussions and decision making about H&S and conduct their own risk assessments when setting up equipment. we deliver the Keeping Safe curriculum to children in preschool.

Theme 2:

Discussions are held with children and educators to reflect on health and safety. We are constantly reviewing all health procedures especially the hand washing procedure and the ongoing changes that need to be made with Covid and supporting children's concerns. Children are encouraged to conduct risk assessments for outdoor area and share their findings with other children to discuss.

Theme 3:

Parents have contributed to our programs by sharing their skills with us. We have had a mum who is a dental hygienist share her knowledge by showing the children how to keep their teeth and gums healthy.

Educators invite parents and experts from Inclusion Support, OT's, dietitians and speech therapist to liaise with us to work holistically with individual children with or without special rights to ensure we are providing the best possible care for all children.

Health and safety plans are updated with families minimum twice a year to ensure we have the most relevant up to date information.

Child and Youth Health conduct clinics here 3 times a week and supports our families to access services where needed in the community.

We use newsletters, emails, phone calls, Storypark, face-book, communication books for infants and notes on our doors to communicate with our families about health and safety information. This includes topics around healthy eating, effective hygiene practises, safety issues, child protection curriculum and any changes or outbreaks at our site.

We engage Healthy Harold to conduct an incursion for our children.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 3: Physical Environment

Theme 1:

Children have access to indoor and outdoor spaces throughout the day. Preschool allows the children to choose where they would like to play for most of the day with minimal interruptions to their day.

Yard checks are completed daily and any broken or hazardous equipment is reported, repaired or dis-guarded.

A variety of natural and loose play materials are provided inside and outside. We are always adding to this.

we talk about caring for the land and animals as part of our Kaurna acknowledgement every morning.

Theme 2:

At Team Meetings the environment is reflected on and changed with the children's input and help.

Our sustainability focus is something we always discuss as to how we can improve eg. by adding a worm farm.

Educators regularly reflect and evaluate what is and is not working in our indoor and outdoor spaces and make changes based on these reflections.

Program evaluations are also taken into consideration when making any changes.

Theme 3:

Families are involved in donating resources for us for loose parts play, our making table and for our woodwork table.

Families are asked about sustainability in parental survey/input forms.

Campbelltown council were invited to come and talk to us about sustainability in our service and suggest improvements we can make.

We have been instrumental in following the Fruit Fly guidelines for families and trying to ensure the fruit-fly does not spread.

We invite different experts to come and speak at our AGM e.g.. Wipe Out Waste

Families contribute to any decisions made about big changes in the outdoor environment. smaller changes are discussed with the children and educators.

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 4: Staffing Arrangements

Theme 1:

Consistency and continuity of staff, permanent, part-time and relief is most important to us at il nido. We employ regular lunch/program cover and Inclusion support to ensure our days are consistent each day/week. This ensures we maintain our Primary Caregivers in the rooms.

The staff team supports each other, in a year of constant change and are able to adapt to anything as with Covid.

After an educator has attended any PD they share their new knowledge with other staff during meetings.

Theme 2:

Critical reflection is embedded in PD opportunities especially our whole day closure to ensure all staff could attend and have their say in re-writing our philosophy.

Educators identify and reflect on their strengths, skills and knowledge, individually and as a team of each educator and are encouraged to take on roles to suit those skills and abilities. We support staff to up-skill and stretch their capabilities and network with other preschools.

Theme 3:

Staffing is arranged to support families by having consistent early/late staff and Primary Caregivers for families to communicate with and build relationships.

Through the Governing Council/Management committee, individual members are encouraged to be on selection panels when hiring new staff.

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2. Practice is informed by critical reflection
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Quality Area 5: Relationships with Children

Theme 1:

Through Primary Care-giving each educator builds and maintains a respectful relationships with each child. Relationships are built on trust open communication with parents and children. Individual goals are developed for each child and reviewed through learning stories which leads to informed knowledge of the child. Preschool will be establishing their Primary Care groups in week 4 Term 1 to consider relationships and individual abilities. Educators are respectful towards children's dignity and rights in line with our philosophy and the UN Rights of the Child. Educators use the Circle of Security to build secure attachments with children in their Primary Care-giving group.

We are inclusive of all children, each child's interests/abilities are considered in our program.

Theme 2:

Staff are supportive of each other to maintain positive relationships with children, especially at times when children require support with regulating their emotions.

Discussions occur to reflect on how to support individual children and to use a consistent approach and oral language.

Educators discuss, reflect and research various strategies that they can use to support children in developing positive learning outcomes, collaborative and cooperative relationships with others.

Theme 3:

How we engage with families is a strength of ours when considering relationships with children - sharing learning plans, communication and transitions, especially for children with special rights and needs.

Storypark is used for children to share their home activities for us to collaborate and learn.

Educators have regular conversations with families about their relationships with children to support their culture and individual needs of each child.

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Quality Area 6: Collaborative Partnerships with Families and Communities

Theme 1:

We have many practises embedded in our service to collaborate with families. These include: communication through Storypark, surveys, sharing skills/celebrations with children. eg, dental hygienist, drum player.

Families are encouraged to join our Governing Council/Management Committee to help make decisions, guide and shape our service.

Families are supported through our allied health services and referred to other services in the community if needed.

Theme 2:

Families are always asked for feedback about our curriculum, programs and routines.

Families that may request can have communication books where we reflect on routines and individual child's day.

Families have the opportunity to meet with educators during interviews and call and request a time to do so.

families requests are taken in to consideration regarding diet, sunscreen and culture.

Theme 3:

We invite our family members and greater community to come and share their skills, knowledge and culture with us. In the past year we have had an Aboriginal parent share a story and talk about her culture, a community member came and shared their aboriginal music and we had a dad play the drums for us.

We have gone on excursions to the theatre and Morialta with family coming along, we went on a dirty bus wash, again with family joining us.

We have been to the Campbelltown library for NAIDOC week.

Parents are always willing to give us what they can.

Child and Youth Health conduct our 4 year old health checks every year on site.

Preschool times, sessions and groups have been changed for 2021 to establish stronger relationships with families, children and staff.

Transition visits to preschool and to reception - receptions teachers welcomed families.

2 year 12 students from high school next door developed skills spending time with our children.

We are able to use the oval when we want.

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2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



Quality Area 7: Governance and Leadership

Theme 1:

Policies and procedures are accessible and reviewed regularly with families and the Governing Council/Management Committee.

Governing Council/Management Committee meets 10 times a year and is well organised and well attended. We continued to have meetings during COVID via Microsoft Teams.

All staff are involved in regular monthly meetings to share skills, knowledge and best practise. We also invite early childhood experts to come and present on different topics relevant to the needs of the site. Rooms are supported to conduct monthly room meetings along with 2 Term Leader meetings per term with directors.

Theme 2:

Through our critical reflection during 2020, we decided to change the way we did staff meetings to now include team leader meetings to spread the role of leadership out to team leaders. This will help us to have more leaders driving the PQIP at the room level.

All staff contributed with critical reflections to rewrite the Philosophy. The process was extensive. We closed the site to children and incorporated a team building day off site for all staff.

The director is on the Executive Committee for the Partnership to help guide the work of the Campbell Partnership.

Educators engage in formal reflective conversations including PDP and QIP processes

Theme 3:

The Parent Opinion Survey that is conducted every year helps us to guide and make changes with consultation with the Governing Council/Management Committee.

Educators encourage families to give feedback at regular times throughout the year but also when ever they want too through Storypark, email, phone calls and other options. we even used Google Survey this year to ask questions that are not included in the Parent Opinion Survey.

Each room organises a Family Dinner in Term 1 and an end of year dinner each year. We also have Centre tours and open nights for potential new families. We have a well established Educational Leader, PDP process that we follow through DfE. We have bought in Observation walks for staff to strive for best practise and we celebrate success.

Quality Improvement Plan for

2022

Includes:

- Learning Improvement goals
- National Quality Framework priorities

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 confident communicators with educators and peers.

Challenge of practice: If we intentionally plan and provide rich literacy experiences that extend children's oral and written language then children will become confident communicators with educators and peers.

Success criteria

Analysis of our pedagogical documentation (written observations, video, teacher observations and teacher dialogue of quantifications observations) will evidence children:

Becoming confident book makers who orally publish their books,
Confidently retelling familiar stories using books and props,
Children using increasingly complex vocabulary.

Learning Improvement Plan

Goal 1 continued



Actions	NQS links	Timeline	Roles and responsibilities	Resources
Building educator capacity - identify characteristics of high quality interaction, critically reflect as a team, use video, photos, observations, plan how to include in everyday practices including speaking and listening skills, joining in and playing with children, higher levels of questioning, tiers of vocabulary, Book making - embed Orbis training - use of multi-model strategies, ipad, book creator app.	1.2.1 1.2.2 4.2.1 4.2.2	Term 1	Melissa and Holly, all Notte staff Music Education Strategy and MENFO Speech Path	Pupil Free Day - whole site, Majella Yakka Tracker - Relationships for Building Quality Conversations AEDC website Resource Literacy Guidebooks Monthly staff meetings
Observation Walks (Observations) - Partnership, director to teacher - use literacy scales, active learning scales and Yakka Tracker Part 2 on the walks to highlight strengths and identify areas for growth and focus.	7.2.1 7.2.2 7.2.3	2 times a term in week 5 and 10	All	RRR Literacy Indicators Relationship Scales - Quality verbal Exchanges, Active Learning Scales - Co Constructs meaning, PLC's - Re-imagining Childhood Yakka Tracker - Part 2: use as part of the Learning Walks and PLC's
Family Engagement - work closer with families on oral language for children by communicating our focus area's, work collaborative, invite them in, have deeper conversations, ask for input, literacy packs, music,	6.1.1 6.1.2	All year Term 1	All educators Speech Pathologist	Literacy packs Parent Conversations in terms 1 and 2 - phone and face to face Music Majella/Emily Oral language workshop for families AEDC Website Resources
Environments - Critically reflect on our environment, what is it telling us we value, identify and display the learning outcomes for each area including the new vocabulary, purchase more quality resources for rooms	3.2.1 3.2.2	By the end of term 2	All educators	Critical reflections Rose Scale - power-point presentation and book at Closure day in Jan.

Learning Improvement Plan



Goal 2:

Challenge of practice:	
Success criteria	

Learning Improvement Plan

Goal 2 continued



1
Analyse
and prioritise



2
Determine
challenge of
practice



3
Plan
actions for
improvement

Actions	NQS links	Timeline	Roles and responsibilities	Resources

National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles and responsibilities
Critical Reflection of pedagogical documentation and planning cycle with current team to build capacity with a focus on intentional teaching	1.2.1 1.2.2 1.2.3 1.3.1 1.3.2	Implement new planning cycle, with observations and deeper intentionality	Term 1-Week 0	Dannielle for cycle Format organised by ?	Sarah and Vanessa
		Regular critical reflections	All year	All educators	All educators
		Continue process for each room	Term 2	All educators	All educators
Work collaboratively with CCC to support improved continuity of learning through structures and connected relationships for educators and children.	6.2.1 6.2.3	Meet with leaders to develop a schedule of visits for the children to school and for reception children to visit the preschool. Use the Transition to School Rubric to identify key strengths and areas for growth.	Term 1	Room, Transition to School Rubric, EYLF,	Melissa, PS teachers, Kerryn, Dannielle
		Regular visits with children, Book week, library, celebrations	All year	Forward planning	All educators
		Connect children with Year 5 Buddies to develop relationships that support transition	All year	Charles Campbell College, Kerryn,	Melissa and teachers
Reconciliation Action Plan	6.2.3	Monthly Meetings with the committee	Monthly	Narragunnawali website	RAP Committee
		Developing a vision, goals	By end of term 1	Narragunnawali website	RAP Committee
Sustainability	3.2.3	Ask WOW to come in and do an audit Purchase the correct bins and educate staff	End of term 1 term 2	Wipe Out Waste	Melissa and team leaders

Endorsements



Endorsed by director/principal

Name

Melissa Gobell

Date

10/02/2022

Endorsed by governing council chairperson

Name

Hayley Pearse

Date

24/02/2022

Endorsed by education director

Name

Diane Jackson

Date

24/02/2022