



Australian Children's  
Education & Care  
Quality Authority

# Quality Improvement Plan

## Service details

<b>Service name</b>	<b>Service approval number</b>
Melrose Outreach Preschool with Rural Care	
<b>Primary contact at service</b>	
<b>Jennifer Stringer</b>	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: 25 Stuart Street Suburb: Melrose State/territory: SA Postcode: 5483	Telephone: 08 8666 2145 Mobile: 0429 697 245 Fax: 08 8666 2201 Email: <a href="mailto:kindy.director@boolerookgn.sa.edu.au">kindy.director@boolerookgn.sa.edu.au</a>
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Department for Education and Child Development Telephone: Mobile: Fax: Email:	Name: Jennifer Stringer Telephone: 08 8666 2145 Mobile: 0429 697 245 Fax: 08 8666 2201 Email: <a href="mailto:kindy.director@boolerookgn.sa.edu.au">kindy.director@boolerookgn.sa.edu.au</a>
<b>Postal address (if different to physical location of service)</b>	
Street: PO Box 42 Suburb: Booleroo Centre State/territory: SA Postcode: 5482	



## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:00	08:00	08:00	08:00	08:00		
Closing time	18:00	18:00	18:00	18:00	18:00		

## Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

There is street parking close to the centre. The centre is open non term for care services and by term for preschool services.

Term dates for 2012 are:	Term 1: 30/01/12 to 05/04/12	2013 Term 1: 28/01/13 to 12/04/13	2014 Term 1: 27/01/14 to 11/04/14
	Term 2: :23/04/12 to 29/06/12	Term 2: 29/04/13 to 05/07/13	Term 2: 28/04/14 to 04/07/14
	Term 3: 16/07/12 to 21/09/12	Term 3: 22/07/12 to 27/09/13	Term 3: 21/07/14 to 26/09/14
	Term 4: 08/10/12 to 21/12/12	Term 4: 14/10/13 to 20/12/13	Term 4: 13/10/14 to 19/12/14
Care closure:	22/12/12 to 07/01/13	20/12/13 to 05/01/14	19/12/14 to 04/01/15

How are the children grouped at your service? 2 Groupings: 1 Preschool (Kindergarten) group and 1 Care Group (Rural Care)

Preschool during 2012 is held every Wednesday and every second Monday (odd weeks of term)

Rural Care Service is held every week day

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor: Jennifer Stringer

**Service statement of philosophy** Please insert your service's statement of philosophy here.



## **Melrose Outreach Preschool with Rural Care** **Philosophy**

**Our aim is to provide high quality education and care through a partnership between parents, children, community, staff and DECD.**

**We believe:**

- ❖ **Children develop through stages. Each child has their own learning style, special talents and needs and develops at their own rate.**
- ❖ **Perception of these may vary through cultural or family values.**
- ❖ **Healthy self-esteem is the basis of positive physical, intellectual and social growth.**
- ❖ **Children learn most effectively by hands on experience, through play.**
- ❖ **Children need to learn ways to express themselves, their thoughts and feelings. Through modelling and direct teaching in a safe environment, children learn that their opinions can be expressed kindly and will be respected.**
- ❖ **Involvement of families in our centre is a high priority. We value and encourage open communication.**
- ❖ **Our planning and evaluation is inclusive to children with additional needs. Our aims of planning and daily activities reflect our philosophy and is made available to families**

**Reference: Staff discussion after professional reading and approved by parents.**



## Appendix

### *All children experience learning that is engaging and builds success for life.*

Fundamental to the Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

#### BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

#### BEING

Childhood is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

#### BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

#### CHILDREN'S LEARNING

The diversity in family life means that children experience *belonging*, *being* and *becoming* in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated. Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing.

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning. Viewing children as active participants and decision makers opens up possibilities for educators to move beyond preconceived expectations about what children can do and learn. This requires educators to respect and work with each child's unique qualities and abilities. Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances. Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. The Learning Outcomes section of the Framework provides examples of evidence of children's learning and the educator's role.

Please note this has been added as an appendix 3/11/2010, as it unifies the work that we have completed with the parents about forming our centre's philosophy, which we treasure and the EYLF which is the Early Years Learning Framework to which we program.



## Quality Improvement Plan for QA1

### Summary of strengths for QA1

<b>Strengths</b>	At Melrose Outreach Preschool with Rural Care, our strengths are that we use an approved learning framework to inform the development of curriculum which enhances each child's learning and development. Educators are focussed, active and reflecting in designing and delivering the learning program for each child. We display our learning program for parents to view, using the Early Years Learning Framework to inform process and content. Children's portfolios are also available for parent viewing. Children's individual learning plans using family input, educator discussion, observations and child's knowledge, ideas, culture, abilities and interests also inform the learning program. We have regular meetings (4 times a year) with parents which supplements drop off and pickup sharing of information and seek written updates of family information.
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### Key improvements sought for QA1

<b>Standard/element [1.1.4]</b>	1.1.4: The documentation about each child's program and progress is available to families	
	<b>Identified issue</b>	Moving away from end of term presentation of child's portfolio for kindergarten children, to having them available at all times, with individual learning plans, observations and work samples kept current.
<b>Standard/element [1.1.3]</b>	1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.	
	<b>Identified issue</b>	Documentation for routine is displayed in the centre, working on how to include in learning program.
<b>Standard/element [1.2.3]</b>	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	
	<b>Identified issue</b>	Need to better develop reflection on group learning and development.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	Child's Portfolio to contain all information within the planning cycle.	H	Clear individual learning plans included. Observations completed for every child. Family input included. Feedback forms included. Child interviews included.	Educators follow process. Parents have all information regarding their child and how this informs the learning program. Process occurs each term.	Dec 2012	Learning stories for each child completed term 1.
1.1.3	Daily routine available to parents in child's portfolio through inclusion into learning program.	M	Inclusion becomes normal process.	Documentation and informs next learning program cycle.	Dec 2012	
1.2.3	More group observations and inclusion into the learning program.	M	Inclusion becomes normal process.	Documentation and informs next learning program cycle.	Dec 2012	

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

<b>Strengths</b>	<p>Our centre actively promotes each child's health by supporting their needs, providing comfort and appropriate opportunities to meet individual's needs for sleep, rest and relaxation. We have effective hygiene practices implemented and promote to new families and educators. Steps are taken to control the spread of infectious diseases and any injuries or illness is managed in accordance with recognised guidelines.</p> <p>Healthy eating and physical activity is promoted by the service. Parents are encouraged to pack healthy lunch boxes and fluid containers. Physical activity is both planned and spontaneous with each child participating on the day of attendance.</p> <p>Children are adequately supervised at all times and every precaution is taken to protect children from harm and injurious hazard. Plans are practiced, implemented with incidents managed appropriately and emergency plans consulted with relevant authorities.</p> <p>Each educator is aware of their role and responsibility to respond to every child at risk of abuse or neglect.</p>
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### Key improvements sought for QA2

<b>Standard/element</b> [2.1.4]	Regulation 89 First Aid Kits.	
	<b>Identified issue</b>	Ensure first aid kits within the centre comply with new regulations.
<b>Standard/element</b> [2.3.1 2.3.2]	Regulation 100 Risk assessment must be conducted before excursion.	
	<b>Identified issue</b>	Differentiation between every day walks to school for transition and local excursion within town perimeter.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.4	Compliant First Aid Kits	H	Provide funding and time for checks to occur. Implement a stock take procedure for supplies to be appropriate.	Compliance and checking schedule implemented.	Term 2 2012	
2.3.1 2.3.2	Each educator uses risk assessment tool prior to walk within town perimeter and wider afield excursion.	H	Permission to be sought from director and log kept of risk assessments.	Compliance and checking schedule implemented.	Term 2 2012	

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

<b>Strengths</b>	Our centre design and location of the premises is appropriate for the operation of our services, the environment is inclusive, promotes competence, independent exploration and learning through play. The centre takes an active role in caring for our environment and contributes to a sustainable future. We believe we meet National Law and Regulations.
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### Key improvements sought for QA3

<b>Standard/element [3.2.1]</b>	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.	
	<b>Identified issue</b>	Purchase of new equipment for inside outside to replace or supplement current items.
<b>Standard/element [3.1.1]</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	
	<b>Identified issue</b>	Front door locking system to be upgraded.
<b>Standard/element [3.1.1]</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	
	<b>Identified issue</b>	Wood chips renewed for soft fall requirements.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	More natural playscape outside for children to have quality experiences	H	Budget approved. Purchases made and alterations occurred.	Vibrant, natural multi-purpose outside play space.	Dec 2012	
3.2.1	Main building is secure for child and staff safety	H	Front door locking mechanism has been repaired twice. Contact Asset Services to source new lock and master keys.	Centre is secure for single staff occupation. Sleep room safe during day. Key can be removed from lock.	ASAP	
3.1.1	Soft fall increased in appropriate areas	M	Purchase order for woodchips and spread over site.	Safety zones maintained.	2012	



## Quality Improvement Plan for QA4

### Summary of strengths for QA4

<b>Strengths</b>	Staffing arrangements enhance children's learning and development and ensure their safety and well being. Educators are respectful and ethical in the work environment and maintain this in the broader community. All permanent and contract staff hold appropriate qualifications for preschool and care delivery.
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### Key improvements sought for QA4

<b>Standard/element [4.1.1]</b>	Requirements for educators who are early childhood teachers. (Regulation 129-135)
<b>Identified issue</b>	Director undertaking degree completion
<b>Standard/element [4.2.3]</b>	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
<b>Identified issue</b>	Through performance management staff development of mutual respect needs refining.

### Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Director has degree in Early Childhood Education	H	Currently undertaking studies	Degree Completion	Dec 2013	5/8 completion
4.2.3	Harmonious staff interactions	L	Grievance procedures used and upheld	Staff happy working together and appreciating differences in styles	Ongoing	



## Quality Improvement Plan for QA5

### Summary of strengths for QA5

<b>Strengths</b>	Educators have strong relationships with children, which are respectful, equitable and are developed and maintained with each child. Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. The centre has appropriate policy and procedure meeting National Law and Regulations.
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### Key improvements sought for QA5

<b>Standard/element [5.2.2]</b>	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>Identified issue</b>	Records maintained for identified children who require interagency support.

### Improvement Plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Table of behaviours to document improvements	H	Use of ABC Chart to record for use with DECD interagency agencies.	Identified children's behaviour improves	During preschool attendance i.e. before school attendance.	

