

QUALITY IMPROVEMENT PLAN FOR CHANDLERS HILL KINDERGARTEN



Service details

Service name	Primary contact at service
Chandlers Hill Kindergarten	Rachel Douglass
Physical location of service	Service approval number
Street: 2 Education Road Suburb: Happy Valley State/territory: South Australia Postcode: 5159	SE 00010229
Approved Provider	Nominated Supervisor
Department of Education and Child Development Primary Contact: Trish Strachan Telephone: 8226 3463 Mobile: N/A Fax: (08) 8266 0159 Email: trish.strachan2@sa.gov.au	Name: Rachel Douglass Telephone: (08) 8381 7493 Mobile: N/A Fax: 8322 8761 Email: dl.3615.leaders@schools.sa.edu.au

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	09:00	09:00	09:00	09:00	09:00	NA/	N/A
Closing time	15:00	15:00	15:00	15:00	15:00	N/A	N/A

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.

Chandlers Hill Kindergarten is located directly opposite Happy Valley Primary School on Education Road. We have our own car park which provides a limited amount of parks.

As a DECD site we operate during South Australian school terms only with four terms varying between 9-11 weeks in length. Each year we organise two students' free days to allow for staff development and planning – this year all DECD Kindergartens have an additional 2 days granted.

How are the children grouped at your service?

There are two separate groups of children who access our kindergarten. This decision was made to help foster friendship groups, provide consistency for the children accessing the site and for all children to be provided with the same opportunities. Children are grouped in accordance with the needs of the family and their work arrangements.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor: Rachel Douglass

Service statement of philosophy

We strive to develop and maintain strong positive relationships with all of our children, their families and our local community. We provide a warm, welcoming and nurturing environment that is aesthetically pleasing, inviting and stimulating.

We believe in setting realistic, age appropriate expectations for all of our children, whilst still looking to challenge them to further develop their skills and abilities. Children's interests and opinions are central to our curriculum.

We use the Early Years Learning Framework to form the basis for our curriculum (Belonging, Being and Becoming). We believe in encouraging self-help skills, education through play, providing a positive educational environment, encouraging children to actively engage, explore, discover, wonder, imagine and inquire. Numeracy and literacy is a strong focus.

We believe in a good transition program between home to kindy, kindy to child care and kindy to school, we achieve this by good communication both verbally and written and keeping people informed and up-to-date.

We believe that children learn best when parents are involved in their educational program. We encourage parental input into our program, individual learning plans developed between teachers and parents for extending their own child's learning, having special days and events at kindy for parents and extended family to be involved in.

We believe that play is a child's work and that learning occurs during developmentally appropriate child-centred activities. Children acquire knowledge through the active exploration of their environment. It is the teacher's responsibility to provide a learning-enriched environment, which provides stimulating experiences. The teacher acts as a facilitator - encouraging, promoting and reinforcing children's attempts, questions, skill development and discovery.

Through inclusion we together gain a greater understanding and acceptance of each other- both our similarities and differences - whilst building wonderful values. We believe that each child is unique. Our kindergarten program provides an inclusive setting that recognises children's varied abilities, interests, needs and learning styles and we support these differences. Diversity is valued and celebrated.

Quality Area 1: Educational program and practice

Strengths for QA 1

Strengths	<ul style="list-style-type: none"> A focus on engagement for every child within the curriculum. A support worker works with individual children identifies as needing additional support; those with identifies special rights and those identified by staff. All children have their own learning folders are accessible to children and their family. Children are given time where they are able to negotiate and explore their own learning environment. We get together for two group times in the morning and two in the afternoon, the morning groups also have a small group time. Every newsletter contains a description about what has been happening and what our curriculum focus is. High scores with Reflect, Respect, Relate scales Individual learning goals are incorporated into our programme. Information regarding child development is included in newsletters. Our programme is inclusive of all children from all cultures and backgrounds and we promote inclusivity as a whole. Small group times are used to support each child's learning in a group setting – encouraging each other, working collaboratively. Staff meet weekly to plan, discuss and reflect on children's learning and development. Termly curriculum overviews are distributed to all families. We develop Individual Learning Plans for all children in consultation with families, looking at particular the child's strengths and areas in need of development. We have a book specifically for community input into our programme.
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Key improvements sought for QA1

Standard/element	<p>1.1.1 - Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>1.1.2 – each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>1.2.1 – each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating.</p>
Identified issue	<p>Continue to strengthen numeracy, literacy and STEM teaching in Kindy aligned to the EYLF outcomes and numeracy and literacy indicators with an emphasis on growth mindsets and stretch of all children.</p>

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
1.1.1 1.1.2 1.2.1	Strengthen the use of the numeracy and literacy indicators and STEM teaching at kindy and in turn build child participation, engagement, growth and mindsets.	H	<p>Strengthening understanding with the numeracy and literacy indicators for the staff team. Further strengthen the planning and assessment cycle ensuring all families feel knowledgeable about their child's areas of strength and areas for development or stretch. Attend T&D related to these focus points. Critical reflection on approaches to learning (AEDI: social competence, as outlined for children in Happy Valley area)</p> <p>Developing teacher capacity through professional learning opportunities that articulates links between pedagogical content knowledge within STEM and related learning areas.</p>	<p>Staff are confident in using the Numeracy and Literacy indicators in all aspects of planning and review. Numeracy and literacy indicators are reported against clearly and evident in all forms of data collection. Effective planning and assessment is in place and critical reflection in programming book shows improved staff understanding. Children are solving problems, exploring books, learning rhyme, syllables, concepts, identifying the difference between numbers and letters, having a knowledge that words make meaning, using numeracy and literacy in play, exploring the environment, toys, unfamiliar objects, games and noticing similarities and differences within their world - as evidenced by staff. Children experiment with oral stories, art symbols, music, movement to music involving rhythm and beat.</p>	Dec 2017	

Quality Area 2: Children's health and safety

Strengths for QA 2

Strengths

- A detailed enrolment form is collected
- A thorough range of policies and procedures exists that relate to children's health and safety
- Accidents and incidents are communicated with parents; paperwork is filled out and follow up phone calls for illness or head trauma.
- Accidents and incidents are discussed as a staff team and promptly followed up – are there things that need to be changed.
- Child protection curriculum is implemented to raise awareness of feelings, protections and safety
- Children are effectively supervised
- Children with an identified health need have a health care plan
- Emergency procedures are regularly practiced with the children – at least twice a term.
- Medical plans and medication is easily accessible and transportable
- Numerous opportunities exist within the environment and routine for rest/relaxation
- Prompt notification is provided of infectious diseases
- Records are kept on children's accidents, incidents and any medication that is given on site.
- Risks are regularly assessed
- Staff follow and promote health and hygiene practices
- We now have recognition as a SunSmart kindergarten.
- We re-apply children's sunscreen after lunch at least 20 minutes before they are able to go back outside.
- Children's learning, exploration and physical development in the outdoor environment has been enhanced due to upgrades and additional equipment purchased. Our garden provokes curiosity, exploration, experimentation and stretch.

Quality Area 3: Physical environment

Summary of strengths for QA3

Strengths

- We have lots of lovely naturally shady areas for children to play.
- We have lots of areas for children to explore.
- A large outdoor environment – lots of room to move freely.
- Lots of outdoor equipment available to set up challenging obstacle courses, experiment with balance and coordination.
- Lots of room for children to have their own space.
- Places for down time even in the garden.
- Lots of choice of quiet and busy activities outdoors.
- Opportunity for children to explore a more natural environment.
- We have a resident possum and a koala that likes to visit our gum tree.
- The opportunity to learn how to grow and care for vegetables and fruit and then harvest and eat them.
- Resources are very suitable and monitored for safety regularly.
- Premises, furniture and equipment are cleaned regularly and any unsafe toys, equipment or furniture are disposed of or fixed promptly.
- The environment provides plenty of texture, space, and play spaces easily adapted for a variety of purposes. Plenty of space allowing for social and collaborative play.
- Children are actively involved in maintaining their safe environment – sweeping, tidying, packing away, watering gardens, raking bark.

Quality Area 4: Staffing arrangements

Summary of strengths for QA4

Strengths

- Our staffing arrangements ensure that we are more than adequately staffed at all times.
- This year we have employed an early childhood worker from our site funds to work with the children.
- Wherever possible I ensure that our .4 teacher will be asked to do any relief days needed for admin/T&D/holidays so the children are already familiar with her.
- Wherever possible I try to ensure that we employ the same TRT's to work with the children so they are familiar with them only when our part time teachers are unable to fill in for that day.
- Processes in place for reflective practice and staff programming.
- Staffing arrangements have been made so that each group of children have the same consistent teacher each time they attend kindy.

Quality Area 5: Relationships with children

Summary of strengths for QA5

Strengths

- Positive relationships with children by responding to all children's needs (5.1.3)
- A play based learning environment with an emphasis on social interactions with all children (5.2.3)
- Interactions & engagement with most children are of a high level (5.1.1; 5.1.2)
- Implementing the child protection curriculum (5.2.2)
- 3R's relationships and involvement scales used and staff team reflect on practice and areas for improvement (5.1.3)
- Staff form positive relationships with children and support them to self-regulate their behaviour in the learning environment (5.2.2)

Quality Area 6: Collaborative partnerships with families and communities

Summary of strengths for QA6

Strengths

- Governing council is involved in planning and organising events and is consulted in relation to major changes such as Universal Access and National Quality Standards (6.1.2)
- Special events are planned to involve families e.g. Obstacle-a-thon, disco, Christmas concert, special person day, open nights, graduation (6.3.4)
- Parents help on excursions, helping to build relationships between staff and parents (6.1.2)
- Parent surveys are conducted to ensure parent opinions are heard and acted upon (6.1.2)
- Learning stories are made regularly especially for special events, excursions etc. (6.1.3)
- Termly overview is sent home to parents/carers (6.1.3)
- Information and photos of our programme is included in newsletters emailed out to families (6.1.3)
- We have a floor book for each group and parents are asked to look through it with their child and add any comments they would like to make (6.1.2)
- Children's voice program supports links between home and kindergarten (6.3.2)
- Our centre forges links with local preschools and schools in the South Valley Precinct Partnership and other local health and community services (6.3.4)

Quality Area 7: Leadership and service management

Summary of Strengths

Strengths	<ul style="list-style-type: none">• The induction of educators, coordinators and staff members is comprehensive (7.1.2)• Administrative systems are established and maintained to ensure the effective operation of the service (7.3.2)• Our sites philosophy is used to guide all aspects of our service's operations (7.2.1)• An effective self-assessment and quality improvement process in in place (7.2.3)• Staff are becoming more familiar with the DECD literacy and numeracy indicators and have a much greater understanding of the Results Plus project (7.2.2)• We have a commitment to continuous improvement as a whole site.
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Key improvements sought for QA7

Standard/element	7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. 7.2.3 An effective self-assessment and quality improvement process is in place (staff not site).
Identified issue	I would like to put a more comprehensive self-assessment process in place that provides lots of feedback to all staff individually. (7.2.2 and 7.2.3)

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
7.2.2 & 7.2.3	A comprehensive self-assessment process in place for all staff that provides lots of individual focus and feedback.	H	As part of performance development. All teachers complete the 360 degree performance tool. Informal feedback twice a year and formal feedback twice a year – once at the beginning and once at the end. Pedagogy focused goals to provide high-yield teaching practices. Establish any gaps in knowledge or any lack of confidence in any areas and then the site to provide T&D accordingly.	All teaching staff complete the 360 degree tool and spend time reviewing the feedback which will then provide a focus for performance development conversations. Encourage all staff to observe each other and provide critical feedback about group times, relationships with children and parents etc. Make it a safe conversation to have with each other – non-judgemental just informative and assists further planning. Where possible two staff at a minimum to attend training and development sessions. All staff to attend Martin Westwell K-R PLC each term.	Dec 2017	

