MINLATON DISTRICT EARLY LEARNING CENTRE – QUALITY IMPROVEMENT PLAN 2012

### Quality Area 1: Educational program and practice

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Educator’s use a play based learning environment to develop children’s learning. Children have input to the environment by self selection of toys and equipment. The program provides extended periods of free inside or outside play along with large group songs and relaxation, small group – literacy and games. Children’s interests, identified from Child Questionnaire and Parent Interview first term, are incorporated into program planning and are also followed through incidentally. Observations of children are recorded on their individual Early Years Learning Framework Developmental Learning Outcomes quilt. Each term children’s oral language skills for entry and exit children are recorded and for all children their wellbeing and involvement. Children’s goals are set from these observations and assessments and guide future planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified issue</td>
<td>Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</td>
</tr>
<tr>
<td>Identified issue</td>
<td>The site is predominately a western culture and supports the learning of other cultures through books, puzzles etc. These resources need updating to reflect modern multicultural society.</td>
</tr>
</tbody>
</table>

#### 1.1.2

<table>
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<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
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<th>Progress notes</th>
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<tbody>
<tr>
<td>1.1.2</td>
<td>More multicultural resources to provide children with the opportunity to learn about other cultures.</td>
<td>L</td>
<td>Purchase multicultural resources. Borrow resources from the Aboriginal, Multicultural, Languages and Learning Resource Centre</td>
<td>Children have access to more multicultural resources.</td>
<td>Term 2</td>
<td></td>
</tr>
</tbody>
</table>

### Quality Area 2: Children’s health and safety

<table>
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<tr>
<th>Strengths</th>
<th>Updating children’s medical needs at the beginning of the term is set in termly tasks. Children are able to choose from a selection of quiet activities (reading, puzzles, DVD, relaxation) after lunch. Hygiene practices are incorporated into play interactions and routines (washing hands, disposing of tissues …). Lunch boxes are stored in the fridge and snack boxes in the main room. Children are involved in reviewing the kindy rules at the beginning of each term and at other times as necessary – if a rule is not observed, educator and child/ren together discuss why the rule has been set and behaviour in the future. The program provides free outdoor and indoor play during sessions. Healthy eating posters are displayed in the centre and healthy/occasional foods are identified during appropriate times (snack, lunch…). Outdoor environment and some group activities (parachute, ‘What’s the Time Mr Wolf?” …) encourage children’s physical activity. Activities are planned for children identified as not being confident with physical activities. Educators undertake daily safety checks indoors/outdoors. Parent Information book and personal communication informs parents to notify centre who is collecting child if they are not. OHS&amp;W Year Planner guides reviews of accidents, incidents and emergency drills.</th>
</tr>
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<tbody>
<tr>
<td>Identified issue</td>
<td>At Thursday afternoon Occasional Care arrival time (12:30pm) supervision of Occasional Care children in the yard can be minimal while Coordinator receiving parents and kindergarten children are still at group – relaxation.</td>
</tr>
</tbody>
</table>

#### 2.3.1

<table>
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<tr>
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<tr>
<td>2.3.1</td>
<td>Children are adequately supervised at all times</td>
<td>M</td>
<td>Kindy staff team organise lunch group earlier resulting in kindergarten children returned to play at 12:30 and all staff set up and returned to supervision.</td>
<td>Yard fully supervised each Thursday 12:30pm</td>
<td>Term 1</td>
<td></td>
</tr>
</tbody>
</table>
### Quality Area 3: Physical Environment

**Strengths**
- Educators set up the indoor and outdoor spaces for both quiet and energetic play catering for children’s needs.
- Children are involved with rearranging the indoor space at the beginning of each term. They have opportunities to set up sections of the indoor and outdoor environments each session.
- The office provides an area for private conversations with families etc.
- Preschool Safety checks occur each term and building maintenance is guided by the Facilities Preventative Maintenance schedule.
- Sustainability is learnt through children’s involvement in the vegetable patch, watering plants, recycling food scraps to the recycling bin and understanding water management during play at the water feature.

**3.1.1**
- Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose

**Identified issue**
The site has a large number of 2 and 3 year old children attending Occasional Care. More resources are required to meet the needs of this age group.

**3.1.2**
- Premises, furniture and equipment are safe, clean and well maintained

**Identified issue**
The bathroom has aged facilities that are difficult to clean, the floor is slippery when wet and the cisterns and taps are not water conservative.

**3.1.2**
- Premises, furniture and equipment are safe, clean and well maintained

**Identified issue**
Removal of equipment from the Western storage shed can be hazardous due to the large amount of equipment stored in it.

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<tr>
<td>3.1.1</td>
<td>More resources for 2 &amp; 3 year old children</td>
<td>L</td>
<td>Purchase resources for this age group</td>
<td>2 &amp; 3 year old children having a large selection of play equipment</td>
<td>Term 1</td>
<td></td>
</tr>
<tr>
<td>3.1.2</td>
<td>Total bathroom upgrade</td>
<td>M</td>
<td>Use the Preschool Maintenance funding to upgrade the bathroom</td>
<td>New bathroom</td>
<td>Term 3</td>
<td></td>
</tr>
<tr>
<td>3.1.2</td>
<td>A larger storage shed to enable ease of access of equipment</td>
<td>M</td>
<td>Replace existing storage shed with a larger one</td>
<td>New shed</td>
<td>Term 3</td>
<td></td>
</tr>
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</table>

### Quality Area 4: Staffing arrangements

**Strengths**
The centre has a small staff team of 6. Communication and respect of each others views and ideas occurs at the fortnightly staff meetings and during before and after session discussions/reflections.

The Early Childhood Australia Code of Ethics is displayed and incorporated into staff meetings.

**4.1.1**
- Educator-to-child ratios and qualification requirements are maintained at all times

**Identified issue**
At present the Occasional Care ratio for children 25 – 35 months is 1:8

**4.1.1**
- Educator-to-child ratios and qualification requirements are maintained at all times

**Identified issue**
50% of educators in the service are not at an approved diploma level education and care qualifications

**4.1.1**
- Educator-to-child ratios and qualification requirements are maintained at all times

**Identified issue**
Some staff need to update their First Aid training to meet National Quality Standards

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<td>4.1.1</td>
<td>A ratio of 1:5 for children 25 – 35 months</td>
<td>M</td>
<td>DECD to provide staffing to funded Occasional Care to achieve this.</td>
<td>Staff to child ratio met</td>
<td>1 January 2016</td>
<td></td>
</tr>
<tr>
<td>4.1.1</td>
<td>50% educators with an approved diploma level of education and care qualification</td>
<td>M</td>
<td>Encourage Early Childhood Workers to enrol in Diploma studies</td>
<td>1 ECW qualified in Diploma of Education and Care</td>
<td>2014</td>
<td>2013 – Support ECW registered Cert 3 training</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Most staff are Frist Aid qualified</td>
<td>M</td>
<td>Staff to attend First Aid, Asthma and Anaphylaxis training</td>
<td>Staff are qualified</td>
<td></td>
<td></td>
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</table>
## Quality Area 5: Relationships with children

**Strengths**

The kindergarten uses the ‘You Can Do It’ social and emotional curriculum to develop children’s understanding of feelings and social interaction. The *Child Protection Curriculum* supports children in understanding feelings, relationships, fair/unfair and body signs. Staff use ‘Teacher Rating of Oral Language and Literacy’ to assess children’s conversation skills with peers affecting their social interactions and plan strategies for identified children in need.

### 5.1.2

**Identified issue**

Each child is supported to feel secure, confident and included. Staff identified a need to review the relationships with all children especially with the high kindergarten attendance.

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<tr>
<td>5.1.2</td>
<td>Staff are aware of opportunities to extend their relationships with all children</td>
<td>L</td>
<td>Staff relationships with children are observed and recorded using the Respect, Reflect Relate – relationships scale.</td>
<td>All children experience quality relationships with staff.</td>
<td>Term 1</td>
<td></td>
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</table>
Quality Area 6: Collaborative partnerships with families and communities

Strengths

The centre has about 60 families attending and a stable staff team of 6. Staff set up a certain number of activities before arrival so that children can move straight into play enabling staff time to chat to parents. Newsletters (hard copy and email), interviews with parents (first term kindergarten), pre-entry child questionnaire, white board notices and zip lock notice pockets for bus children are some of the ways that educators communicate with families. An enrolment proforma was introduced at the beginning of the year – to be completed by the family at enrolment to ensure that they have received information about the service.

The centre employs the Support ECW for extra time to ensure she has time to communicate verbally or written with families.

The centre accesses information/resources from the local Health Service (Term 1 – model heart/lung) and communicates with DECD support personnel re children’s needs.

The centre visits the town’s aged care facilities each term, undertakes local walks including the school.

6.1.2

Families have opportunities to be involved in the service and contribute to service decisions

Identified issue

Due to no children moving onto the kindergarten session for the first 3 terms the Occasional Care service has a large number of families/children wanting to access the service.

6.1.3

Current information about the service is available to families

Identified issue

The 2012 Occasional Care survey indicated a need for sharing of Child Development knowledge

6.1.3

Current information about the service is available to families

Identified issue

The benefits of regular attendance is not communicated to parents. DECD requirement is attendance of 95%.

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
---|---|---|---|---|---|---
6.1.2 | The Occasional Care service meeting the needs of most families in the community | M | Survey the Occasional Care parents with options of offering an extra session of unfunded Occasional Care | Most 2/3 year old children attending Occasional Care. | Term 2 |
6.1.3 | Occasional Care families being aware of Child Development through play | L | At enrolment when the Parent Information Book is given out highlight the article ‘Children learn through play’ | Most parents being aware of the benefits of play in a child’s development. |
6.1.3 | Parents are aware of the benefits of regular attendance | L | Include in the Parent Information Book an article re regular attendance | 95% attendance |

Quality Area 7: Leadership and service Management

Strengths

7.3.5

Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Identified issue

The site OHS&W policies need to be reviewed according to NQS regulations

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
---|---|---|---|---|---|---
7.3.5 | Up to date policies | L | All policies are reviewed according to ‘Policies and Procedures NQF – regulation 168 | policies updated | Term 2 |