

Centre number: 3641

Centre name: Forbes Children's Centre

1. General information

- Centre name
Forbes Children's Centre
- Centre number
:3641
- Preschool Director
Roslyn Usher/Kim Cook
- Postal address
80 Thomas Street Plympton 5038
- Location address
80 Thomas Street Plympton 5038
- Telephone number
: 08 82939000
- Fax number
08 83510470
- e-mail address
:info.forbeschildrenscentre854@schools.sa.edu.au
- DECD Partnership
:Marion Inland
- Geographical location – i.e. road distance from GPO (km)
:8 kms south of the GPO
- Enrolment/Attendance
- Co-located/stand-alone
: Co- located with Forbes Primary School
- Programs operating
 - ❖ Pre Entry
:when capacity allows
 - ❖ Sessional Kindergarten for eligible children
:Monday to Friday 8.00am – 4.00pm
 - ❖ Long Day Care
:7.00am until 6.00pm
 - ❖ Lunch/Full Day Program
:All meals and lunch care provided Monday to Friday in accordance with Get Up and Grow Guidelines

- ❖ Bilingual Support
 - The Centre has a high proportion of children from non-English speaking backgrounds. These families are supported in many ways including through the Bilingual Support Program
- ❖ Preschool Support
 - Preschool Support is provided for children with special rights who access the Preschool program. Additional support is provided by ISS for children accessing the long day care programs.
- ❖ Speech Pathology and Occupational Therapy programs are run across the whole site.

- Other

Forbes Children's Centre for Early Childhood Development and Parenting is an Integrated Early Years service in which early childhood professionals, other professionals, families and the local community work together to meet the needs of children and families.

Children's Centres support children's development, health, learning and wellbeing. Forbes Children's Centre offers programs and services for families in partnership with Inner Southern Community Health; Children, Youth and Women's Health Service; Disability SA; Health SA; Families SA and other organisations and agencies identified through discussions with the community and families.

In addition to Preschool and long day care programs we offer:

- SA Health Services Programs for mums, dads and carers of children including access to a CaHFS nurse.
- Disability SA programs for eligible children and their families.
- Families SA programs for eligible children and their families
- Learning Together At Home: A family home visiting program for eligible families in the inner south west.
- Family By Family: Linking families with families who want to make changes in how they parent.
- Develop Occupational Therapy: Assessment and intervention by appointment.
- Australia Breastfeeding Association: Encourages and supports breastfeeding.
- Anglicare: Supporting the important role of parents.
- Relationships Australia SA: Supporting children, family relationships and environments.
- Novita Children's Services: Support and development for children with disabilities and special rights.
- Playgroup: We offer playgroup on the weekends to help working parents access this program. Our playgroup is facilitated by a paid co-ordinator.
- Various other courses and groups are held through the week and may change from term to term depending on the needs of the community. These include specialised playgroups, dad's groups and a range of parenting education and support programs.

2. Key Centre Policies

Policies are developed based on Centre practice and advice from DECD and trusted sources such as Child and Youth Health, Children's Health and Education Support Services and KidSafeSA. Policies are developed and reviewed by the Centre's Policy Development Committee. Before being implemented, policies are made available to both staff and families for feedback. New policies are reviewed by the site's Governing Council before being implemented. All policies outline the responsibilities of the site's Leadership staff, families, facilitators, educators and team leaders.

In line with the Regulation 168 of the National Quality Framework, the below userguides have been created to outline site specific procedures and summarise and direct readers to DECD documents and policies:

- Acceptance and refusal of authorisations
- Arrival and Collection of Children
- Child Safe Environments
- Confidentiality
- Dealing with Complaints
- Dealing with Infectious Diseases
- Dealing with Medical Conditions
- Emergency Plan
- Enrolment
- Excursions
- Fees
- Food and nutrition
- Grievance
- Health Management
- Hot Weather
- Incident, Injury, Trauma and Illness
- Work Health Safety
- Parent Code of Conduct
- Priority of Access
- Record Keeping
- Site Behaviour Code (Behaviour Guidance)
- Skin Protection
- Water Safety

The below policies are site specific and have been created to address feedback from staff and/or families or create guidelines around procedures that occur on-site:

- Children's Access to Technology
- Primary Caregiving
- Anaphylaxis
- Asthma
- Breastfeeding
- Dental Hygiene
- Diabetes
- Emergency/Evacuation Drill Procedure
- Emergency Fire Plan
- Emergency Invacuation Plan
- Food handling and storage
- Nappy Change
- Paracetamol

- Safe Sleeping
- Toileting
- Above award payment
- Participation of Volunteers and Students
- Recruitment
- Special Paid Leave
- Staff, Committee and Volunteers' Children
- Staff Leave
- Staff, Volunteer, Student, Relief Staff Induction
- Staff Retention
- Acceptance and refusal of authorisations
- Anti-bullying
- Determining the Responsible Person Present
- Governance
- Grievance
- Policy Development
- Social Media Code of Conduct
- Sustainability
- Transition Procedure
- Waiting List
- Working Alone

3. Curriculum

Our Centre bases its curriculum on the Early Years Learning Framework (EYLF), the most recent national curriculum for children from birth to five years of age. This curriculum document acknowledges the quality of relationships between children and educators as fundamental to the quality of learning that occurs within early childhood learning environments. When children have supportive relationships they more readily explore their learning environments and engage in experiences that support their development. Our curriculum development process also recognizes children as capable learners. Their ideas, interests and observations are of paramount importance in developing learning experiences (both planned and spontaneous). The Early Years Learning Framework supports children in developing the following outcomes:

Outcome 1: Children have a strong sense of identity.

Outcome 2: Children are connected with and contribute to their world.

Outcome 3: Children have a strong sense of wellbeing.

Outcome 4: Children are confident and involved learners.

Outcome 5: Children are effective communicators.

At Forbes Children's Centre we implement a primary caregiving model and believe that 'primary caregiving' provides a consistent relationship for children and their families. A nominated 'primary caregiver' is responsible for the care and education needs of each child. Circle of Security is a Children's Centre approved framework that helps further explain the caregiver and child relationship, where the primary carer is "a special person who is always bigger, stronger, wiser and kinder". This

person will follow the child's needs and whenever necessary they will take charge". (Marvin, Cooper, Hoffman & Powell 2002 pg 110)

Forbes Children's Centre encourages parents to actively participate in the care and education of their children. Sharing information about children is very important in helping us provide responsive care and learning opportunities. Throughout parent's time at Forbes Children's Centre there are regular informal discussions about the progress and development of each child.

As communication between families and staff is so important, each room has additional communication systems in place in order to best support the care and education of children. The systems used to collect and communicate information about each child change between the rooms to best support the developmental stages and needs of every child as they grow and transition through the Centre. In the Baby room, the emphasis is on providing a safe and nurturing environment. This requires the development of deep relationships and a lot of learning occurs within the security of familiar experiences. Educator to child ratios in our baby room are higher than required (1:3) and more comprehensive communication systems are in place as children of this age are not yet able to communicate needs and experiences with language. As children progress in age they gain independence and participate in a broader range of experiences that are exciting and often in the context of larger group experiences as well. The assessment and communication systems reflect the changing nature of this context. In each room we provide the following in regard to communication, assessment and reporting.

The curriculum guides the experiences that are implemented by the educators. It is designed by gathering information about each child's strengths and abilities from family members, observations, interactions, All About Me information sheets and learning stories. From these sources of information our highly skilled educators develop a series of personalised experiences that the child is interested in. The educators work with the children in a reciprocal manner taking turns to lead and follow in the play. The learning is documented and outcomes used for further planning to continue extending or 'scaffolding' each child's skills. Families can provide feedback or further information about their children by writing comments in the rooms' floor books, creating learning stories for their child's portfolio and send through photos via email to be shared with the child's peers and educators.

Intentional teaching is deliberate, purposeful and thoughtful. Learning occurs in social contexts and we acknowledge that interactions and conversations are vitally important for learning.

Educators actively promote children's learning through challenging experiences and interactions that foster high level thinking skills. Strategies like role modelling, demonstrating, questioning, speculating, explaining, engaging in shared thinking and problem solving are used to extend thinking. Educators plan opportunities for intentional teaching and for children to research and construct their own knowledge.

Assessment Methods

A variety of assessment methods are utilised by educators as is recommended regarding current best practice.

A learning story is a detailed communication of an event or experience that your primary carer has written about your child. It represents the learning outcomes your child has achieved, connected with the goals families outline when their child begins in the room, and provides direction for further planning. Often the story will focus on what we call a disposition or schema.

Floor books are utilised in all rooms at the Centre. The floor books showcase the children's daily learning and provide information about the development of the children. It informs future planning and is used for reflection of the learning that has occurred. The information contained within the floor book has strong links to EYLF and is a crucial part of curriculum development.

An 'All About Me information sheet' or AAM is a plan designed around each individual child's learning. It follows their development and showcases the child's strengths and abilities. It outlines focuses for development and provides suggested experiences for further exploration.

The educators utilise a range of different techniques to document individual children's learning. These forms of assessment include learning stories, AAM, statements of learning and parent/teacher interviews. Throughout the year families can expect to receive an invitation to parent/teachers interviews and have learning stories sent home. Preschool children have statements of learning sent home each term which includes links to the Preschool literacy and numeracy indicators.

Each child that attends the Forbes Children's Centre will have a portfolio. This folder contains information about that child and their learning journey. The child's learning stories, photos, AAM, observations and some art work are kept in their portfolio. We invite families to view their child's portfolio regularly at leisure with their child to recall past events and experiences. Families are encouraged to insert their own pages of information from home, special outings, holidays, new family members etc., to their child's portfolio as a record of home and family life during these early years.

NEP stands for negotiated education plan; this process is utilised where children may have additional educational needs. The process involves the centre hosting a meeting once per term with the family and any agencies that are providing services to the family. During this meeting all parties will develop learning plans for the child and develop strategies around how we can work together to support achieving the plan. Any child that is receiving speech therapy, occupational therapies, psychological assessments, support for vision / hearing impairments or any other disability will be offered the opportunity to have NEP meetings to ensure a co-ordinated approach to supporting the child's development.

Additional influences on curriculum development at Forbes Children's Centre

Learning Dispositions relate to learning behaviours or attitudes that support children in learning new skills. We value characteristics such as persistence, curiosity, resourcefulness and courage which will support a child's ability to learn in a life-long manner.

Schemas are 'patterns' of action that children demonstrate when they are exploring the world and trying to find how things work. Children may try out the same action on a variety of different objects. They come up with their own working theories about how things work. They continue to test out their theories and ideas. Sometimes they discover exceptions to the rule that they have established with their working theories. Here are some common patterns or schemas that we can observe:

- **Trajectory;** lines that are moving, like a jump. These lines can be vertical, horizontal or oblique. Trajectories can leave a mark or trail that we refer to as a line.
- **Heaping and scattering;** placing objects in a pile and spreading or scattering them in a space is what some children constantly do. Children who enjoy scattering may like having lots of small objects to scatter.

- **Transporting;** carrying objects or being carried from one place to another. A buggy or shopping trolley maybe a favourite toy.
- **Envelopment;** covering themselves, objects or a space. Tea towels or scarves or cardboard boxes maybe popular play materials
- **Enclosure;** enclosing themselves, toys, or space – Lego, train track, blocks or cushions maybe used when exploring this pattern. Children exploring enclosure often use cushions to surround themselves or like making pens for animal farms.
- **Rotation;** turning, twisting or rolling themselves or objects – ring games, globes, rolling pins and wheels might be played with when exploring this pattern.
- **Connection;** an interest in connecting or joining themselves to objects or objects to each other – construction toys, pegs, paperclips, string, cello tape, locks and chains might help children exploring this pattern.
- **On top;** being on top or placing objects on top – climbing equipment or shelves that can be reached may help children exploring this pattern. Young children seem to like to be on top of the slide or to place things on top of their buildings to embellish them.
- **Containing;** putting themselves, objects or materials into different containers, bottles, bags and boxes help children explore this pattern.

We can support children's natural explorations and interests by providing more content for them to 'assimilate' into their current patterns. Young children are intrinsically motivated to explore their environment in particular ways. We can support these explorations by providing resources, stories, trips and language that link repeated patterns.

Our core values are reflected in the statement of philosophy as follows:

CHILDREN

We believe:

Each child is unique, has great potential, is competent, capable and an active participant in the organisation of their identity, ability and sense of autonomy

We aim to:

- Advocate in the best interest of each individual child.
- Provide safe, secure and trusting relationships through primary caregiving that fosters wellbeing and active involvement in the learning environment.
- Support the health of every child and their family through the provision of services, programs and educational opportunities.

FAMILIES

We believe:

In a partnership approach where families are considered every child's first educator and the diversity of each family including culture, family structure, lifestyle, language, beliefs and kinship systems is valued.

We aim to:

- Engage in a partnership by listening to, supporting and learning from families in order to acknowledge and build upon their strengths, competencies and abilities in their role to nurture children.
- Create opportunities for family involvement and participation in the centre.
- Maintain confidentiality and respect the right of the family to privacy.

COMMUNITY

We believe:

In building community capacity to enhance health and wellbeing outcomes for children and families

We aim to:

- Gain knowledge about our community using varied data collection methods in order to provide relevant access or pathways to a wide range of high quality services, programs, events and experiences that support families in their parenting journey.
- Build relationships with and between families to develop a sense of belonging and connectedness to the centre and community.
- Facilitate opportunities for parents and families to share their strengths, skills and talents within the centre and community.
- Create partnerships with families and community, empowering them to engage with decision making processes within the centre.
- Be an active community service and information hub for families by promoting, networking or partnering with other agencies and services within the community.
- Provide an environment in the centre that reflects and respects our community.

COLLEAGUES

We believe:

In collaborative partnerships with colleagues to generate a centre culture of continual reflection and renewal of high quality practices in care, learning, health, community and social services

We aim to:

- Share knowledge, build on strengths, be solution orientated and reflective in our everyday practices.
- Provide opportunities for professional development that foster shared understandings and continuous development of best practices.
- Be open and honest in our communication and have regular opportunities to be involved in shared decision making.
- Work collaboratively in order to provide holistic seamless services for families and children from birth to eight years of age.

CURRICULUM

We believe:

Curriculum development is a continually evolving reflective process based on current research and the voices of children and families in our community.

We aim to:

- Acknowledge the quality of relationships between children and educators as fundamental to the quality of the learning environment.
- Provide a play based curriculum and honour play as both a process and context for learning.
- Provide opportunities for each individual child to develop holistically through intentional teaching and spontaneous learning experiences.
- Use contemporary theorists and a Reggio Philosophy to shape our understanding, practices and curriculum.
- Develop shared planning and assessment practices that engage families in their child's learning journey.
- Provide a curriculum that is inclusive and believe in all children's ability to succeed.

4. Centre Based Staff

- Staff Profile

 - Director – 1.0

 - Assistant Director – 1.0

 - Teacher – 2.0

 - Ecw- 1.0

 - Child Care Team Leaders – 3 full time

 - Child Care Qualified staff – 4 full time

 - Child Care Unqualified staff – 6 full time

 - Community Development Co-ordinator -1.0

 - Family Services Co-ordinator -1.0

Approximately six additional varied staff are permanently based at the site (both part time and full time). Various communication mechanisms support the engagement of these staff with the centre as they are not line managed by the director.

- Performance Management Program

 - :Staff (under the management of the Director) meet with their immediate line manager each term. The main emphasis of performance management is the constructive use of people's strengths to identify opportunities for improvement at a site level in addition to personal professional goals, empowerment and encouragement to learn new skills.

- Access to special support staff

 - :We have various support staff that children and families can access. This includes bilingual support, preschool support and on on-site Speech Pathologist and Occupational Therapist. Private providers are also based at the Centre under a user-pays system or a reciprocal service agreement.

5. Centre Facilities

- Buildings and grounds

 - Our centre is an architecturally designed purpose built facility on the grounds of the Forbes Primary School. Harcourt Gardens Preschool (a previously established DECD Preschool) relocated to the new premises in October 2010.

- Capacity (per session)

 - :licensed for 90 children at any one time with the Preschool having a capacity of 45 and 45 across the other rooms.

- Centre Ownership

 - :DECD own the site

- Access for children and staff with disabilities

 - There is a ramp and toilet facilities for disabled people.

6. Local Community

- General characteristics: (eg types of work available, languages usually spoken at home, local developments)

In the Edwardstown, South Plympton, Plympton Park and Ascot Park there are many houses 50-60 years old. Recently a number of these have been demolished and new townhouses/units built. There are many rental properties with a high proportion of housing trust rental.

The majority of families attending our services are from Plympton, South Plympton, Edwardstown, Melrose, Ascot Park and Parkholme. Being located along a transport corridor however the centre is accessed by families residing in suburbs as far south as Old Reynella and Willunga.

- Parent and community involvement in the preschool

We have numerous volunteers at our centre with a volunteer program that continues to grow. Being a Children's Centre parents have many and varied opportunities to engage with the centre, including experiences that support their child's learning and development. There is a strong relationship between the Forbes Primary School and the Children's Centre.

- Schools to which children generally transfer from this preschool

The majority of children transfer to Forbes Primary School, with a smaller number attending nearby public schools such as Edwardstown Primary and private schools such as St. John the Baptist.

7. Further Comments

- Establishment of new services and/or programs

Forbes Children's Centre engages in a constant process of initiating new projects, programs or learning experiences. Approximately 600 families utilise the wide variety of programs offered in regard to community and family services.

- Current educational projects being initiated include

- Further developing the provision of literacy kits for parents to take home and enjoy with children aged birth to five years.
- Further develop our fundamental movement skills program provided for children aged 3-5 years in conjunction with the University of South Australia.
- Development and use of Aboriginal Persona dolls with a health related focus. These are being developed in conjunction with an Aboriginal Health Worker located on site.
- Participation in a project that is responding to the recent report written by Carla Rinaldi (Thinker in Residence 2012/2013) "Reimagining Childhood".
- Developing deeper awareness and pedagogy regarding cultural competence amongst the staff team including an Aboriginal Elder working with the Preschool staff to develop the curriculum.