



Enfield Folland Park Kindergarten

QUALITY IMPROVEMENT PLAN
2016

Service details

Service name	Service approval number
Enfield Folland Park Kindergarten	CS-00057449
Primary contact at service	
Rowena McAvaney	
Physical location of service	Physical location contact details
Street: 31 Turnbull Rd Suburb: ENFIELD State/territory: SA Postcode: 5085	Telephone: 82623785 Mobile: N/A Fax: N/A Email: dl.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan Telephone: 82623785 Email: trish.strachan@sa.edu.au	Name: Rowena McAvaney Telephone: 82623785 Email: dl.leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: As above Suburb: State/territory: Postcode:	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.30am	8.30am	8.30am	8.30am	8.30am	N/A	N/A
Closing time	3.00pm	3.00pm	12.30am	3.00pm	3.00pm		

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.

On Wednesday afternoons we do not provide a kindergarten program, this time is used for educator's staff meeting, curriculum planning, focus child meetings as well as administration time and non-instructional time for educators.

There is no onsite parking. Visitors can park in Turnbull Rd and nearby streets all day.

Term dates and holidays are consistent with DECD.

Pupil Fee days: have not yet been set and will be aligned with Partnership training & development days.

Twice termly Tam the librarian visits from Enfield Library and takes the children in a story and sing a long session. She has built a fabulous rapport with the children and many of them have already established a relationship with her through visiting baby bounce and story time with their own families and carers prior to enrolling at EFPK.

How are the children grouped at your service?

The children are grouped into two separate groups.

Purple Group Monday and Tuesday all day (8.30am – 3.00pm) and alternative Wednesdays (8.30am – 12.30am, Wks 1, 3, 5, 7 & 9 of each term)

Green Group Thursday and Friday all day (8.30am – 3.00pm) and alternative Wednesdays (8.30am – 12.30am, Wks 2, 4, 6, 8 & 10 of each term)

In addition to these two groups children are grouped into smaller groups during our literacy and numeracy meetings (formal group learning times) which gives children the opportunity to have their voice heard and be supported in these areas by Educators.

Rowena McAvaney

Service statement of philosophy

Early Childhood is a period of momentous significance beginning at conception. It is a period where babies' and children's experiences, environments and relationships significantly impact on brain development. Loving and secure relationships with parents, family and care providers/educators are critical for children's social and emotional development & wellbeing and enable children to develop a strong sense of self, and deep, loving and secure relationships into adulthood.

At Enfield Folland Park Kindergarten we believe that play is crucial to children's development and learning. Through play children explore and construct their own meaning. We strive to develop strong, reciprocal, respectful relationships, create meaning and develop a range of dispositions (e.g. autonomy, responsibility, interdependence, optimism, resilience and the enjoyment of learning) that become the foundations upon which lifelong learning is built. As early childhood educators we believe it is our responsibility to provide children with the best quality care and education, based on current research. Educator's program for all children's learning using the Early Years Learning Framework (EYLF) and we provide this curriculum through inquiry projects by encouraging all our children to investigate, imagine and explore in our rich, aesthetic, natural and creative environment.

We value partnerships and collaboration between the community and other organisations and believe these are essential to provide the highest quality care and education for children and their families. Educators at Enfield Folland Park Kindergarten aim to provide a high quality early childhood education for all children. We value children's home culture and encourage parents and families to become actively involved in their children's learning at kindergarten.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.	
	Element 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.
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1	section 168	Offence relating to required programs
1.1	section 323	Approved learning framework
1.1	regulation 73	Educational programs
1.1	regulation 75	Information about the educational program to be kept available
1.1	regulation 76	Information about educational program to be given to parents
1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

Educators at Enfield Folland Park Kindergarten (EFPK) believe that the curriculum and the pedagogy used to deliver the curriculum is one of our key strengths as a service. We work with children to discover their areas of interest and build on their learning accordingly. We use inquiry based approaches and include the children in decision making about what they learn and how. Curriculum planning is flexible allowing for educators to incorporate individual children's interests and special cultural and community events as they arise. Educators provide a curriculum which provides a balance of open ended learning opportunities as well as some more structured learning, particularly through our smaller meeting times.

Our education program is informed by the theories, principals and practices of the Early Years Learning Framework (EYLF). In addition staff seek inspiration from the Reggio Emilia educational philosophy. Each child's learning and development outcomes are maximised through embedding the early years cycle of planning inclusive of planning, documenting learning, evaluating curriculum decision making. Documentation of children's learning serves to support educators to reflect on children's learning and development of theories and enables staff to deepen our understanding of children.

We have a detailed planning and assessment cycle, where aspects of children's development are observed by staff members who have been assigned focus children for each week of the term. These observations are recorded and then discussed fortnightly at meetings where staff discuss individual children. During these meetings educator's make decisions about possible lines of development (PLODS) for each individual child and then educator's follow these PLODS by creating experiences or teaching moments for each individual child. To complement this, educators conduct parent/teacher interviews in term two each year, and record learning snapshots, group learning experiences and children's wonderings are documented in their individual learning folder and are available to children and their families at all times. The portfolio folders support our ongoing commitment to communicating and making visible the process of learning guided by the EYLF outcomes, with children and families. Although there are many formal opportunities for conversations with families we also welcome spontaneous interactions throughout the year which are equally as important for providing educators with opportunities for building strong bonds.

In addition educators lead the documentation within our Curriculum Journal which highlights many provocations, wonderings, and ideas for the learning that has taken place, our PLODS for future planning; Educators, families and children's wondering's and educators evaluations on the curriculum. It holds pride of place in our planning and assessment cycle, demonstrating our commitment to high quality education and care. Using the journal as a vehicle, all families are encouraged to share ideas, include their own PLODS and evaluate the curriculum by adding their comments. At the start of each journal is a list of all children's names, each time a photograph, learning story or comment is added to the journal educators add a date next to the individual child's name which helps to ensure all children's learning is celebrated.

Each individual child's learning is documented in a more formal process through Statements of Learning during their final term of kindergarten. These reports are given to families and forwarded onto each child's school to enhance their transition to school program and communicate each child's learning to the child's next educator.

Educators utilise a variety of processes to support critical reflection about the program and individual children's learning including dedicated time during fortnightly curriculum meetings to make professional decisions about what educators can do to facilitate teach child's learning. Children are also provided with opportunities to engage in critical reflection throughout their time at kindy.

Key improvements sought for QA1

1.1. 5	Every child is supported to participate in the program.
Identified issue	Ongoing from our 2015 NQS assessment & reflecting on our 2015 Curriculum Journals, EFPK educators have identified that although every child's voice is being valued when an Inquiry is being unpacked, we as educators can support them to think deeper and articulate their thought processes by implementing Transforming Tasks. As a team, the educators would like to focus on becoming proficient at implementing transforming tasks, during both play based learning and intentional teaching time. Our goal is to ensure that every child feels supported and empowered to articulate their thought processes and through this process, develop the necessary learning dispositions that are required to optimise each child's growth mind set.

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
1.1.5	Our goal is to ensure that every child's voice is valued and through scaffolding (implementation of Transforming Tasks) they are supported to articulate their thought processes, thus contributing to the inquiry based learning that is unfolding.	H	<ul style="list-style-type: none"> - Unpack at staff meeting the Transforming Tasks. - As an exercise for educators, provide a scenario n and ask each educator to provide what Transforming Task would be best suited to extend growth mind set by engaging the child's voice. - Ask the educator leader of each session (purple/green) to reflect on one of the other leaders learning stories and disclose a relevant Transforming Task that would have optimised child's voice within that scenario. - Display Transforming Tasks around the environment, for the educators and community to read. Educators may use these as visual cues when interacting with children. - Educators to undertake professional training around Transforming Tasks and its benefits to Inquiry based learning. 	<ul style="list-style-type: none"> - Our goal is to ensure that every child's sense of Belonging, Being and Becoming is nurtured and maximised by providing them with optimal opportunities for their voice to be valued and respected during the Inquiry based learning. By educators implementing Transforming Tasks successfully, every child will feel supported and empowered to articulate their thought processes. Through this process, every child will develop the necessary learning dispositions that are required to optimise each child's growth mind set thus empowering them to be confident contributors in future learning opportunities. 	Term 4 2016	Term 1 Through unpacking our Pedagogical Shift, educators have started to comprehend the benefits of implementing Transforming Tasks. This being optimising opportunities for child voice.

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children’s health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Area 2: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.3.1, 2.3.2	section 165	Offence to inadequately supervise children
2.3.2	section 167	Offence relating to protection of children from harm and hazards
2.1.3, 2.1.4, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.2.1	regulation 78	Food and beverages
2.2.1	regulation 79	Service providing food and beverages
2.2.1	regulation 80	Weekly menu
2.1.2	regulation 81	Sleep and rest
2.3.2	regulation 82	Tobacco, drug and alcohol free environment
2.3.2	regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
2.3.4	regulation 84	Awareness of child protection law
2.1.4, 2.3.3, 2.3.4	regulation 85	Incident, injury, trauma and illness policies and procedures
2.1.4, 2.3.3, 2.3.4	regulation 86	Notification to parents of incident, injury, trauma and illness
2.1.4, 2.3.3, 2.3.4	regulation 87	Incident, injury, trauma and illness record
2.1.4	regulation 88	Infectious diseases
2.1.4	regulation 89	First aid kits
Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.4, 2.3.2	regulation 90	Medical conditions policy
2.1.1, 2.1.4, 2.3.2	regulation 91	Medical conditions policy to be provided to parents

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

EFPK provides a safe and secure leaning environment for children. Children are treated and cared for as individuals where their specific needs are catered for through consultation with their families and other health professions. Educators use group learning times about site specific boundaries including the kitchen, outside shed and surrounding fence areas where they are given instructions about staying on the 'right side of the red line'. In addition to this the following strategies are used to ensure the highest quality care is taken for every child's health and safety through:

- Health and medical care plans are established as part of the enrolment process and revisited regularly.
- Allergy awareness is emphasised to all parents through notices displayed, information in the parent handbook and with discussion at the parent information evening each year,
- The development of a health care plan for children with particular health issues with their photograph on the front and instructions of actions required in times of emergency as well as medication and dosage required are displayed in the kitchen for all staff to access at all times
- The kindergarten information booklet outlines: healthy eating policy guidelines for snack times; with children bringing their own food for snack and lunch times, the provision for drinking water for all children (they also bring their own drink bottles), the provision of a hat from home (children only wear their own hats), sun protection cream to be applied at home and re-applied at lunch time in terms 1 and 4,
- We ask that parents inform staff if infectious diseases or head lice are present (families are notified via noticeboard and/or email) and to keep their child at home if unwell,
- Educators conduct regular risk assessments on any new climbing equipment provided,
- Risk assessments conducted prior to going on excursions, on windy days and regularly with respect to children's access to the kitchen,
- Staff provide opportunities for all children to have access to the indoor and outdoor environment, quiet time, and group times.

Key improvements sought for QA2

Standard/element
2.3.2

Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Identified issue

The kindergarten yard requires a replenishment of soft fall, replacement of current swing accessories to comply with safety regulations and external blinds to be added to the existing veranda to provide children with additional protection from the elements.

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
2.3.2	All children have access to a safe outdoor play environment.	H	<p>Director will obtain quotes for purchasing and laying soft fall. The quotes will be presented to Governing Council in Term 1 and a decision will be passed for a company to deliver the soft fall during Term 1 School Holidays.</p> <p>Majority of our current swing accessories are no longer user friendly as they are unsafe in regards to finger entrapments. Investigate if these swings can be modified, to become safe for children to use. (for example rubber hosing threaded over chain links) or research on line options for purchasing some new swings. Then present these options to the Governing Council and assess what avenue of the budget to use in order to purchase the new equipment.</p> <p>The existing veranda's have high roofs allowing the elements to still have a significant impact on the children whilst they are playing in that space. By obtaining quotes for external durable and breathable blinds and working with the Governing Council to fundraise we could have them installed, creating a safer and more user friendly space for the children.</p>	<p>Soft fall distributed throughout yard and complies with DECD Regulation Standards.</p> <p>Swing Accessories meet DECD Safety Regulations and children enjoy playing on the equipment.</p> <p>Have aesthetically pleasing, durable and breathable fabric roller blinds installed on the external veranda.</p>	<p>Start of Term 2</p> <p>Start of Term 3</p> <p>Term 4</p>	<p><i>Term 1, Week 3 Received Quote from Spotless Sourced the name of appropriate soft fall and have another contact for a quote.</i></p>

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.2	regulation 105	Furniture, materials and equipment
3.1.1	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1	regulation 112	Nappy change facilities
3.2.1	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.3	regulation 115	Premises designed to facilitate supervision
3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues
3.1.1	regulation 117	Glass (additional requirement for family day care)
	Related requirements	
	Part 3 of the National Law: Service Approval	
	regulation 25	Additional information about proposed education and care service premises

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

Enfield Folland Park Kindergarten has a well-developed, aesthetically pleasing outdoor area catering for the needs of all children. We believe that the outdoor areas reflect our Reggio Emilia inspired philosophy and as such acts as the third teacher. Recently the educators created a beautiful art space in the outdoor area where children have continuous access to varied and multiple art materials including paint, collage, wood working and clay. These materials are always aesthetically displayed and every child has independent access to them in order to be able to express their ideas, wonderings and creative aspirations. Where possible paint is displayed in clear, glass pots and children are given clear instructions on how to take care with glass and how to stay safe if a pot is broken.

The safety, cleanliness and maintenance of the premises, furniture and equipment is always a high priority. The organisation and acquisition of resources is constantly under review to enhance quality experiences, involvement of all children and to ensure appropriate and effective implementation of the program.

Being embedded in the Folland Park reserve provides the children with the opportunity to be surrounded by nature. The development of our large bio diverse garden (Nina Marni garden) on site has also created new learning experiences for the children enabling them to be involved in the planning, preparing, planting and care of the garden. The centre has had a large focus on developing sustainable practices over the past 3 years in particular. The children have access to water from 3 rainwater tanks, we have built a bio diverse garden, use compost bins, worm farms and Bokashi buckets to recycle our food scraps. The children are encouraged to bring "Nude Food" to kindy and have also participated in a nude food challenge. The children are heavily involved in recycling materials as well. Sustainable practices have been incorporated throughout the curriculum in various ways including an inquiry project into Living Things in 2014 and working with the local Bunning's store and a working bee support to replenish the vegetable and herb garden.

The Nina Marni Garden is also a source of pride for our community and through working in collaboration with the Port Adelaide, Enfield Council Project Officer, Parks & Gardens and Trees for Life we planted 50 seedlings that are indigenous to the Enfield area and mimic the flora and fauna of the surrounding Folland Park. The Nina Marni Garden provides a beautiful and peaceful place where children can play naturally. We encourage free, nature play in this area and children can often be seen making 'Wombat stew' or building cubby houses in between the native bushes. In term 1, this year the kindy community is working with Marra Dreaming, a cultural community centre located in the Northern suburbs of Adelaide to create two Indigenous murals which will cover the current bare brick walls and will be a wonderful addition to the aesthetics of this precious space.

EFPK has wonderful facilities indoors allowing for a very flexible use of space. The centre is well resourced with toys and other open ended materials which enable and support the children's learning in varied ways. Equipment is regularly checked and fixed or removed if there is any risk to children. Activities are set out by educators; however children are encouraged to ask for any resources that they need or would like even if they are not on display. Educators always endeavour to facilitate children's interests and provide resources as necessary to enable and support their learning. Children have access to both indoor and outdoor spaces throughout the day, allowing them to choose where they learn based on their needs at any given time. We provide a quality play based environment where children are able to challenge themselves, take measured risks and learn from success as well as mistakes.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulation 169	Offence relating to staffing arrangements
4.1	regulation 118	Educational leader
4.1	regulations 119–120	Age and supervision requirements
4.1	regulations 121–124	Minimum number of educators required
Standard/element	National Law (section) and National Regulations (regulation)	
4.1	regulations 125–128	Educational qualifications for educators
4.1	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1	regulations 137–143	Approval and determination of qualifications
4.1	regulation 144	Family day care educator assistant
4.1	regulations 145–15	Staff and educator records—centre-based services
4.1	regulation 153	Register of family day care educators
4.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
	Related requirements	
4.1	section 161	Offence to operate education and care service without nominated supervisor
4.1	section 162	Offence to operate education and care service unless responsible person is present
4.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1	regulations 46–54	Supervisor certificates

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths

Educators at EFPK are highly skilled and collaborative. Each team member is knowledgeable about their roles and responsibilities and is able to implement them independently. Staff ratio's meet the current standards. The educators team works well together and value highly the formal time we are able to meet together (i.e. staff meetings). These meeting times enable educators to engage in critical reflection about the curriculum and pedagogical practices and support the ongoing improvement of practices within the centre. Discussions and reflection also occur spontaneously throughout the day and at the end of each day. Educators are encouraged to use their strengths within the centre and also to develop other aspects of their practices. See below for details of the EFPK team and each of our strengths as identified in performance development meetings.

The current team at EFPK includes:

Catherine Day- Director (currently on maternity leave)

Rowena McAvaney – Acting Director .8

Bachelor of Education – Early Childhood Education

- Documentation of children's learning and following up of their interests
- Understanding of inquiry based learning and using this process to underpin the curriculum and invite children's voice
- Leading the team in a dynamic, nurturing way that builds trusting relationships
- Leading the continuous cycle of improvement and planning

Roxanne Wegener-Finch–Director .2 & Teacher .2

Bachelor of Education – Early Childhood Education

- Building relationships with children and families
- Documentation of individual and group learning stories
- Creative skills and setting up the environment

Tamara Williams – Teacher .7

Bachelor of Education – Early Childhood Education

- Knowledge and understanding of the planning and assessment cycle
- Documentation and making links between observations and following up on children's interests
- Building strong relationships with parents and children
- IT Skills.

Lee Woon – Early Childhood Worker .5

Diploma of Child Care

- Building strong relationships with children and families
- Working independently as well as with the team.
- Organisation and time management skills
- Attending to the needs of the children and extending their engagement.
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Carolyn Burgess – Early Childhood Worker .4 Preschool Support .4 Health & Safety Representative

Diploma of Child Care

- Team Building and peer relationships- brings a cheery atmosphere wherever she goes!
- Cares for our garden and takes leadership in this area.
- Administrative skills
- Musical talents, plays the harp and piano for the children to enjoy!

Kylie Hollitt – Early Childhood Worker .4

Diploma of Child Care

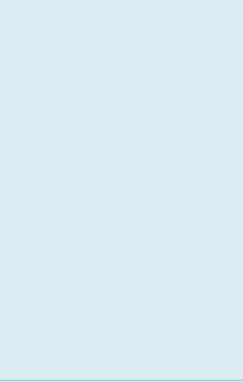
- Engaging children in experiences relevant to their individual interests.
- Building strong relationships with children and families
- Uses initiative to constantly provide an aesthetically pleasing and safe environment.
- Creative skills in making quality resources for the community to engage in. eg Literacy and Numeracy packs.

Educators use the Early Years Learning Framework to plan the curriculum, observe and plan for individual children's learning and the framework is used to report to parents about children's learning in their final term of kindy. The centres statement of philosophy is prominently displayed on the pin board and included in the enrolment pack that is sent home with new families. The enrolment pack also contains copies of the centres policies.

We have developed a variety of processes to support and develop educator's development and critical reflection. Each staff meeting consists of time devoted to reflecting on the previous weeks using the plus, minus, interesting thoughts strategy. Educators reflect on aspects of the program that worked well and areas that require improvement. Another structure within our planning and assessment cycle is time devoted to discussing particular focus children within the centre. Each Educator is assigned 2 each week to observe and then discuss and follow up. Children are 'rostered' on so that no child is missed. This enables the staff team to spend time thinking about and discussing the child's interests, strengths and areas for improvement.

We regard communication and respect amongst staff as a high priority with processes in place to enable this. Including

- Termly performance development meetings with individual educators and the Director

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- regular memo's via email
 - curriculum planning and review meetings
 - daily communication book
 - maintained calendar displayed in the staff room
 - whole staff meetings minimum x2 per term
 - ongoing professional development opportunities – information is fed back to staff at meetings, Governing Council and to families via the newsletter
 - team social events

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.2	section 166	Offence to use inappropriate discipline
5.1, 5.2	regulation 155	Interactions with children
5.2	regulation 156	Relationships in groups
	Related requirements	
5.1, 5.2	regulation 73	Educational program
5.1, 5.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	regulation 162(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths

Educators at Enfield Folland Park Kindergarten highly value developing and maintaining respectful and meaningful relationships with every child. Every effort is made to learn about children's interests and family cultures such that they can be supported in the kindy environment. We value diversity and seek to encourage children to share their cultures and various celebrations with all of the children at the centre. As part of our Bilingual program the centre's Bilingual Support Worker engages in conversations with children and their families in their home language when appropriate. Educators share lunch periods with the children and enjoy using this time to discover and learn more about individual children. Children are encouraged to share their learning with each other and with adults and every effort is made to value things (artefacts or information) that children bring from home and extend on it in the kindy setting through the appointment of a 'Captain Kindy' each day and at designated times. Educators value highly the contributions children make and meeting times are filled with discussions where children are asked to contribute their thoughts and ideas. These thoughts and ideas are then

recorded for future documentation and / or reflection by Educators. Recording children's thoughts and ideas is a significant way that the curriculum is developed as educators build on and provide enriching experiences based on what children share (and what is also observed).educators modify the curriculum accordingly to support children with additional needs and inclusion. Educators sensitively observe and engage in children's play where appropriate. Educators encourage children to work together to solve problems and build their independence. For children who require assistance with toileting educators ensure their dignity is maintained by changing them in a private and subtle way.

Staff welcome each family on arrival and make time to chat to families at the beginning and end of sessions.

A photographic display of educators who are on site is displayed at the entrance and families are advised of staff absences. Regular relief staff and part time staff are used to maintain consistent relationships. In addition to this we ask all families to bring in a family photo to display in the kindergarten and educators use these in meeting times as a catalyst for 'get to know you conversations'.

EFPK highly value our transition program that enables children, families and staff to build relationships prior to the start of kindergarten. This includes orientation visits and a Kindy information night in the year prior to enrolment.

Alongside this the first term of kindergarten is full of extra-curricular activities to help families and educators to build strong relationships including our Welcome Picnic as well as our AGM and Family Fun Time workshop.

Each Wednesday fortnight EFPK educators share the kindy yard with Family Day Care providers in the local area by providing a space for their play group and toy library. At these times all children have the opportunity to play collaboratively with children from the Family Day Care program, some of which are siblings. Both EFPK and Family Day Care educators have given very positive feedback about these shared times and it is seen as a great opportunity, where children of all ages are scaffolding each other's learning as well as educators learning from one another.

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

Quality Area 6: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 157	Access for parents
	Related requirements	
6.1, 6.2	section 172	Offence to fail to display prescribed information
6.1, 6.2, 6.3	section 175	Offence relating to requirement to keep enrolment and other documents
6.1, 6.2, 6.3	regulation 73	Educational programs
6.1, 6.2, 6.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1, 6.2, 6.3	regulation 75	Information about the educational program to be kept available
6.1, 6.2, 6.3	regulation 76	Information about educational program to be given to parents
6.1, 6.2, 6.3	regulation 80	Weekly menu
6., 6.2, 6.3	regulation 86	Notification to parents of incident, injury, trauma and illness
6.3	regulation 99	Children leaving the education and care service premises
6.3	regulation 102	Authorisation for excursions
6.1, 6.2,6.3	regulation 111	Administrative space (centre-based services)
6.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
6.1, 6.2, 6.3	regulation 171	Policies and procedures to be kept available
Standard/element	National Law (section) and National Regulations (regulation)	
6.1, 6.2, 6.3	regulation 172	Notification of change to policies or procedures
6.1, 6.2, 6.3	regulation 173	Prescribed information is to be displayed
6.1	regulation 177	Prescribed enrolment and other documents to be kept by approved provider

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

Building strong, trusting, respectful and reciprocal relationships with every child and family is our highest priority at EFPK. Educators value parents as children's first educators and we understand and value how much knowledge parents have about their own children. Educators try to capture this in various ways including information gathered through the enrolment process and actively developing relationships with parents so they are willing to share information about their family and child. Parents and special people are invited to a Welcome Picnic as well as parent/teacher interviews, AGM, end of inquiry celebrations and parent workshops throughout the year. As part of the enrolment process the Director distributes an enrolment pack detailing the centre's philosophy, practices, policies and processes so that parents can refer to the information throughout the year.

We actively seek a collaborative partnership with the Governing Council in the interest of children and families. In 2014 we had a highly motivated Governing Council who organised several fundraising and social activities, a successful working bee as well as updating all centre policies and approving the new groupings and times of operation for the service in 2015. Families at EFPK support the community with providing feedback in surveys, contributing to fundraising events, facilities maintenance and upgrades.

Enfield Folland Park Kindergarten has strong links to a variety of community services including the local Bunning's store, the Enfield library (the librarian visits twice a term), OPAL, Trees for Life, Port Adelaide, Enfield Council and Metro North Family Day Care Services as well as a range of local Public and Private schools that the kindergarten feeds into.

In 2014 educators placed a significant emphasis on the transition of children from pre-school to school and made strong links with feeder schools inviting each of the children's school teachers and principals along with the child's family and the EFPK educators to a coffee afternoon. This facilitated the initial meeting of their school teacher for children and families and provided a forum where families and educators could pass on information about individual children's development and interests. Feedback provided by families and school principals was highly supportive of this process and it has given us a successful vehicle for creating collaborative partnerships with families and feeder schools.

Educators at the centre are knowledgeable about a wide range of community services designed to support children and adults and refer families to these services as required. EFPK educators access DECD support services when necessary for Speech & Language, Behaviour Management (including Psychological assessment), Physical and Cognitive development, physiotherapy, occupational therapy and Bilingual support. These services support staff to effectively plan for individual children's learning needs and contribute to providing a more comprehensive program for all children.

Our information noticeboard displays services and resources to support parenting and well-being and newsletter and fliers are regularly communicated to families via email and the parent pockets.

The relationship EFPK educators have built with Lynn Kerr and the team of Central Metro Family Day Care Providers has steadily

gained over the past few years. We first began by allowing the Family Day Carers lead by Lynn to run their play group on site two times per term. This increased to fortnightly visits and with our new weekly time table in 2015 we now include both kindergarten and Family Day Care children accessing the kindergarten resources and yard during collaborative play. Our partnership has gone from strength to strength with the kindergarten now housing the much loved toy library available to Family Day Care educators. It has also provided a positive vehicle for educators from both services to collaborate and learn from each other.

The expertise of families is recognised and they are encouraged and supported to provide feedback and ideas to the program through parent surveys, newsletters, suggestion box, the curriculum journal and informal and formal conversations about learning and interests. Our programming board explains the language of the Early Years Learning Framework in order to strengthen communication and participation.

Key improvements sought for QA6

Standard/element 6.1.3	Current information about the service is available to families
Identified issue	Through lack of 2016 enrolments and through the self-assessment process we have identified that the current website requires a full upgrade. The information is out of date and does not reflect the current philosophy of the site.

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?	<i>Progress notes</i>
6.1.3	A new look website that reflects the current community, philosophy and practices of the Kindergarten.	H	Contact It Services to ask how to change the current website. Upload the 2015 Annual Report and NQS Exceeding Results. Delegate parts of the website to staff members to re-write, reflecting on current practices and philosophies. Send graphics/letter head/ logo to DECD IT services to have them match the design to the website. Up load other helpful documents for parents such as policies and the information booklet as well as Medical forms.	The community is fully informed about the information relevant to our Kindergarten and our enrolments are operating at full capacity.	End of 2016	.

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	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.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
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Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.5	section 12	Applicant must be fit and proper person (provider approvals)
7.1.5	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.5	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.3.1	regulations 158-162	Attendance and enrolment records
7.1.5	regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
7.1.5	regulation 164	Requirement for notice of new persons at residence
7.3.1	regulation 167	Record of service's compliance
7.1.1, 7.3.1, 7.3.4, 7.3.5	regulations 168-172	Policies and procedures
7.3.1	regulations 173-176	Information and record-keeping requirements
7.3.1	Regulations 177-180	Prescribed records
7.1.1	regulations 181--184	Confidentiality and storage of records
	Related requirements	
7.1.5	regulation 14	Application for provider approval by individual
7.1.5	regulation 15	Application for provider approval by person other than an individual
7.1.5	regulation 16	Matters relating to criminal history
7.2.3	regulation 31	Condition on service approval - Quality improvement plan
7.1.5	regulation 46	Application for supervisor certificate
7.2.1, 7.2.3	regulations 55-56	Quality improvement plans

Quality Improvement Plan for QA7

Summary of Strengths

Strengths

Enfield Folland Park Kindergarten has appropriate governance in place as stated by DECD policies and the kindergarten constitution. Governing Council meets twice termly for 2 hours where reports are presented, children's interests and programming goals are discussed and opportunities for input into curriculum is encouraged and provided. At the Annual General Meeting in term 1 of each year the council members are appointed and several members are nominated and voted in as Chair, Treasurer and Secretary. Governing Council members dedicate time to the improvement of practice at EFPK and provide feedback on policies and procedures. They support educators to attend professional development and receive timely feedback and evaluation of these sessions. Another large part of the responsibility of the Governing Council is fundraising for the kindergarten and providing opportunities for working bees and social events for the community.

All new staff including relief staff, pre-service teachers, volunteers and work experience students are provided with an extensive induction process including a site specific handbook and job & person specification. A culture of ongoing reflection is demonstrated in termly performance reviews and professional development plan developed to reflect the QIP. All staff members are supported to identify areas of strength, areas for improving practice and goals. Leadership supports staff to pursue their goals at a sustainable pace through training and development opportunities as well as increasing leadership opportunities within the service. The educators work collaboratively to ensure that clear goals and high expectations for teaching and learning are implemented.

EFPK has a comprehensive Quality Improvement Plan, which forms the focus of the year for the community as a whole. Educators and Governing Council members are encouraged to identify areas of improvement through the self-assessment tool, noting the previous year's parent survey answers at the beginning of each year. The team then reviews each area of improvement in the QIP twice termly to ensure priority areas are on track.

Records are kept confidential and comprehensive archiving is maintained. The Director keeps individual staff files up to date with relevant training and certificates maintained and copies kept on site. The Director has worked hard to ensure consistency of staffing over the current year keeping changes to a minimum, knowing how important consistency is for providing a high quality service. The Director has also been creative with the staffing funding to maintain a fair and inclusive access for all children. The current educators have a strong focus on developing the quality of the service and are committed to ongoing professional development. The centre is organised and all documents are regularly updated as changes arise.

There is an effective enrolment and orientation process for families. Families are invited to participate in an information evening where information is given as to how children will learn in our site, how we document children's development, the routines of the day, site-specific policies and procedures as well as the centre's philosophy. It is a wonderful opportunity to meet families, introduce staff and answer relevant questions. Families are also given a handbook and a written copy of the policies to refer to over the year. A welcome picnic, AGM & various workshop opportunities are all part of the transition for families into the service.

Current information about the services is available to families and information to parents and carers is delivered via regular e-mails,

newsletters, noticeboards and parent pockets. Educators also aim to pass on important information verbally whenever this is possible. Relevant community events are promoted through fliers, newsletters and the noticeboard.

As mentioned Information from parents is sought in a variety of ways via questionnaires, informal and formal chats, and parent forums. Families are invited to participate in the program and celebrate their children's learning throughout the term. Children's portfolios and the curriculum journal also invite parent input into their child's learning journey.

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
7.1.3	To create consistency for the staff team, by ensuring the appointment of a full time, permanent teacher by the end of 2016.	H	Allow Catherine to liaise with her up line leaders (Ros and Laurian) to decide on the ideal educator for the permanent teaching role.	Permanent Teacher Employed offering the Kindergarten community consistency.	End of Term 4	.

Key improvements sought for QA7

Standard/element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
Identified issue	The core team have felt frustrated with an annual turnover of an Education Leader.

Improvement Plan