



# **QUALITY & IMPROVEMENT PROGRESS REPORT**

**Inspire Early Learning Children's Service**

Prepared 30th Oct 2019

## Service Details

We are a small long day care centre in a beachside community. Our centre is positioned to the north of the small community of Ocean Heights and backs onto a nature reserve. We have on site chef and cook meals fresh each day. Our service is broken into four rooms to cater for a range of age groups, babies (0-2), toddlers (2-3years), prekindler (3-4years) and our preschool room (4-5 years). We are located in Northern New South Wales, Australia.

## Operating hours

6am - 6pm

## Service statement of philosophy

We aspire to inspire. Inspire curiosity, inspire engagement, inspire learning. At Pippy's Preschool we aim to create an environment that allows every child to feel a true connection. That connection will culture genuine relationships with our educators and peers.

Through collaborative projects, individual, small and group experiences our children at Pippy's will feel a strong sense of belonging. In a sportive safe environment our children will have the opportunity to lead their own learning through individual and group interest projects.

In partnerships with **children, educators, families** and the wider community our children at Pippy's preschool will be inspired, to learn and grow.

# Quality Area 1

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.

## Strengths

For Quality Area 1

### Scaffolding Learning

1.2.2 Responsive teaching and scaffolding

Our educators can identify and pin point opportunities to support and extend upon children's learning through scaffolding. This occurs daily throughout both structured and unstructured experiences. **The preschool room** recently are experimenting with textures through small science experiments.

These structured experiences allowed for a higher level of scaffolding through following step by step instructions, measuring and mixing. Scaffolding also occurs through language where the educator supports children to think beyond their discussions in science, adding probing questions, giving opportunities for wonder and thought. Scaffolding is most evident in structured experiences where the child may become stuck in a play scenario where they need support to go to the 'next step', such as completing a puzzle or hammering wood.

A small level of support from the educator along with the knowledge of when to step back to allow the child to try or practice a skill, is an important element we aim to strive for in our teaching. Through observing children's learning in play our educators have been able to reflect together and discuss the best means to support our children in different situations to ensure all children learning needs are met.



Laura was supporting a group of our two year olds in the sand pit, creating an exploration game with long cardboard pipes and balls. The children were presented with resources to sit the pipes up high and allow the balls to be rolled down the pipes into the sand pit. Some children chose to stand at the top, rolling the balls in while others waited at the base to catch the balls. Other children ran back and forth with a ball of their choice moving it through the pipes. At times the pipes fell off the boxes onto the sand. With some support from our educator Laura she showed the children the difference when you hold the pipes up high or low and what affect this causes to rolling the balls. She then stepped back to let the children explore and discover on their own, building a rich learning environment for exploration in our two year old yard playground.

## Orientation Interview

### 1.3.3 Information for families

At the beginning each child's journey with Pippy's preschool families book a meeting with the director. This structured meeting follows the following areas to ensure consistent information is communicated and given to each family on enrolment.

1. Staff introductions and centre tour
2. Philosophy and curriculum overview
3. Explanation on how we communicate with families at the centre; face to face, mail pockets, emails, online app
4. Centre policies
5. Fee structure and payment options
6. Transition period / play dates

## Educational Leader View

1.1.3 Program learning opportunities

Ensure Educational Leader can view all the curriculums of each classroom and has sufficient time to reflect, mentor and support the educators to run quality educational programs.

Go over regs to ensure edu leader understands the full role expected within the NQS.

### **Progress Notes**

Had a meeting with the Educational leaders to discuss the new regulations.

30/10/2019

Priority Normal Due 30/10/2019

Have a meeting with the Edu Leader to go over the Edi view for educational leaders. Create a plan with the EL to have roster consistent time blocks to use the overview and meet with individual teachers.

Priority Normal Due 21/11/2019

## Edi Critical Reflection

### 1.3.2 Critical reflection

All educators critical reflect to further develop review and enhance professional practice, management and pedagogy.

Centre Director to support the Educational Leader to ensure Critical Reflections are up to date and all staff members are engaged within using the Edi Journal Entry page.

Priority Normal Due 08/08/2019

At the beginning of each term, provide critical reflection professional development opportunities and group discussions.

Priority Normal Due 21/10/2019

Allow time for the Educational Leader to individually sit with each staff member to support, guide and mentor how to best critically reflect. Allow educators to feel empowered to lead their own learning, be able to discuss opportunities for growth and development in consultation with the Educational Leader.

Priority Normal Due 22/08/2019

Introduce all team members to Edi at a staff meeting and inviting all educators via an email link.

Priority High Due 15/08/2019

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

## Strengths

For Quality Area 2

### Asthma and Allergies

#### 2.1.2 Health practices and procedures

Each team member holds a senior first aid certificate and an asthma anaphylaxis certificate. The services has individual health plans for each child with a diagnosed allergy or asthma, with plans documented and signed by their doctor. Posters are displayed in their play environments with permission given by parents and guardians. These plans are revised at each staff meeting (monthly) and reviewed at room team meetings, where comments are added to ensure all team members have been communicated appropriately on the health issues of children within their care.

Children who have asthma, anaphylaxis or concerning health problems such as diabetes or epilepsy the staff conduct role plays in how they would follow the health plan in times of stress. Staff have the opportunity to play different roles, for example administrating medication for epilepsy, while another staff times the seizure, while another would support the other children in the class.

Medication is kept on the premises in medication bags, accompanied with the child's individual health management plan. Medication is checked each month to ensure it is in date. Any changes made to a child's medication plan can not be verbally communicated by family but must be stated in writing from their doctor where an updated medical management plan is written and provided to the service.

Managing children's allergies and health issues such as asthma or epilepsy is reflected and documented at each staff meeting.

### Active Supervision

#### 2.2.1 Supervision

Further develop the quality of engagement with children and actively supervise children in the service.

## Quality Area 3

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.

## Improvements

For Quality Area 3

### Reflection upon resources

3.1.2 Upkeep

Support all educators to reflect, assess and manage the quality and use of resources.

Reflect on services environments with the Educational Leader to discuss the aesthetically, ergonomically and pedagogical aspects the current and possible resources hold.

Priority Normal Due 05/11/2019

At a team leaders meeting give all educators a monthly spend budget and resource books/website links to order their own resources. Review and discuss the services budgets and go over the process to buy resources.

Priority Normal Due 04/11/2019

At a staff meeting introduce the initiative to all educators; that any resource that needs to be removed or replaced in the play environment can be done so imminently. Discuss the risks to workplace safety for educators and children to keep broken or damaged resources.

Priority Normal Due 30/10/2019

## Upgrade preschool playground

3.2.2 Resources support play-based learning

Redesign the preschool playground to develop areas of interest and spaces of reflection.

Create risk assessments and follow departmental regulations on informing all stake holders of the upcoming works.

Priority Normal Due 04/11/2019

Gain three itemised quotes from registered builders / landscapers.

Priority Critical Due 05/09/2019

Bring all the ideas together at a staff meeting and create a final plan.

Priority Urgent Due 29/08/2019

Ask the children to give ideas at a group time on what they would like to see in their playground and/or illustrate their ideas on paper or using a design construction medium.

Priority Normal Due 27/08/2019

Email families for feedback on what they would like to see in the new playground.

Priority Normal Due 26/08/2019

Hold a staff meeting to brainstorm ideas for our new playground.

Priority High Due 26/08/2019

## Quality Area 4

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 5

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 6

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.

This quality area of the National Quality Standard focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

## Strengths

For Quality Area 7

### Service Philosophy

7.1.1 Service philosophy and purpose

We pride ourselves in the development of our services philosophy. Using value cards we discussed and reflected upon which key values were most important to our daily pedagogy. Highlighting these values we reflected upon how these values are implemented within our environments in the preschool. Once we held our key values our team broke into groups to extend upon our discussions. The values were spoken about with the children in an age and stage appropriate manner and the children were encouraged to draw themselves in reflection to the values discussed. Our reflection was presented to the families through a centre display and via email to ask for feedback. The feedback given was incorporated into our piece and the final philosophy was presented at the following staff meeting, copies given to each staff member, and engraved into a plaque that is on display in our foyer.

### Quality Improvement Plan

7.2.1 Continuous improvement

By using the program Edi our whole team at Pippy's Early Learning are proactive in the development and implementation of our improvement plans. By breaking our main goal of the improvement into tasks, it is much easier for our team to keep on top of our plans without letting them become behind schedule. Edi allows us to engage all our team, through tagging them in tasks to help build and sustain a collaborative workspace. At staff meetings we have had little celebrations to highlight when we have completed our tasks, with a small afternoon tea or cake and reflect together over shared food how our service has improved.

## Our Staff



**Pip Taylor**  
Centre Director



**Ian Briggs**  
Support Team  
Member