



TORRENS VALLEY CHILDREN'S CENTRE INC.

(ABN No. 72 250 859 178)

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Quality Improvement Plan: Child Care 2019

Vision: To provide opportunities for learning that develops each child's unique potential

Strengths:

Quality Area 1: Educational Program and Practice

- ✦ Children's learning is individualised, based on critical reflection of observations. Learning Journeys are regularly documented and shared with families.
- ✦ Our curriculum is emergent and responsive to children's needs and interests. Our programmes are outcome based and are underpinned by EYLF Principals, Practices and Learning Outcomes.
- ✦ Principles of Restorative Justice are embedded into our culture.
- ✦ Children's agency is promoted, enabling them to make choices and decisions within the programme that influence events and their world.

Quality Area 2: Children's Health & Safety

- ✦ Our learning environments incorporate many natural and recycled materials with multiple open-ended possibilities for learning. Our outdoor learning spaces are developed around connecting with nature and sustainability - education in, about and for the environment.
- ✦ We consistently support children's learning through opportunities to engage in "risky play".
- ✦ Safety inspections of the outside learning area are carried out and documented daily, with any hazards reported and acted upon immediately. Risk control measures are put in place if hazard cannot be removed immediately. Termly safety audits carried out and documented on inside & outside spaces. Nominated staff have completed Kidsafe Playground Safety Inspection Training.

Quality Area 3: Physical Environment

- ✦ The centre cares for the environment and supports children to become environmentally responsible through our educational program and our service operations.
- ✦ Weather is not a barrier to outdoor play and learning
- ✦ Resources, materials and equipment allow for multiple uses and enable every child to successfully engage in in a play based learning program.

Quality area 4: Staffing Arrangements

- ✦ Continuity of children's wellbeing and learning are supported through a consistent staff team.
- ✦ All staff have the opportunity to be involved in decision making around curriculum, policy, vision/directions and improvement priorities.
- ✦ Staff work within a culture of mutual respect and collaboratively challenge and learn from each other, recognising & valuing each other's strengths and skills.
- ✦ Educators work as a team to ensure each team member is supported and ?????? when on the floor.

Quality Area 5: Relationships with Children

- ✦ Philosophical belief in children as competent and capable learners from birth is reflected in our curriculum decision making, interactions with children and pedagogical approaches.
- ✦ Principles of restorative justice underpin and guide our Behaviour Management policy and practice. Meaningful interactions build secure and trusting relationships which support and engage each child.
- ✦ Children are supported to learn and work together across all age groups.

Quality Area 6: Collaborative Partnerships with Families & Communities

- ✦ Parent and family involvement is encouraged.
- ✦ Respectful and responsive to the needs and wishes of parents/caregivers regarding their child's routines, strengths and needs.
- ✦ Feedback from parents, both formal and informal is documented and used to inform planning and practice.

Quality Area 7: Governance and Leadership

- ✦ Our Philosophy Statement guides all aspects of service operations and educator practice.
- ✦ Staff performance processes and goals/plans are clearly linked to our Quality Improvement Plan priorities.
- ✦ Regular access to current professional development through both off-site engagement in PD sessions and provision of current research/readings is provided and encouraged.
- ✦ Management Committee involvement in the centre is small in numbers, but strong in voice.

Quality Area:

Identified need:

Improvement Priority 2019

Strategies	Success Criteria	Time-line	Progress notes

