

Lock Early Learning Centre

Quality Improvement Plan

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Improvement Plan QA1

Quality Improvement Plan for QA1

Summary of strengths for QA1

Standard 1.1	<p>The Early Years Learning Framework (EYLF), knowledge of the child, family and the community as well as observations of the individual and the group are used to guide the programming cycle.</p> <p>Our Centre is based in a small rural community. With a mixture of new and long term staff members our centre has a good balance of knowledge and new perspectives. Long term knowledge of the individual children, their families, circumstances and community. Knowledge of community events, issues, protocols and culture. The seasonal impacts and expectations of the community and its families. And new perspectives that can challenge processes and thinking. Carrying no pre conceived ideas or expectations of families or individuals. Bringing a broader diverse experience and knowledge of ways of being to connecting with families and communities. In this way we have the best of both worlds; positive community connections and new perspectives.</p>
Standard 1.2	<p>Educators actively follow children's interests and ideas routinely throughout the day. Reflection time is set aside at the end of the day to look at the program and ways to implement and include children's interests, questions and ideas. Learning and development is assessed through an ongoing cycle of planning, documenting and evaluation with each child having a learning plan and reporting to parents each term in the 5 learning areas of EYLF.</p>

Key improvements sought for QA1

Standard/element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
Identified issue	Children's ideas and interests are reflected in the program but children have little direct voice in the program. How can we engage the children in such a way as to encourage them to think about and voice what they would like to do, learn or play not just in the moment but planning for the future? To make decisions and influence their world.

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
1.1.6	Children are routinely coming up with more than in the moment ideas about what they would like to do, learn or play. Are confidently expressing their ideas and this is captured in our written program. The children's voice is part of our program.	M	Spend time during mat time reflecting on the learning and play, routines and environment, giving children the opportunity to raise their voice. What have we done today? What could we learn more about? Where could the learning go from here? Ensuring children influence the routines, learning and environment. Develop in them an understanding that it is important for them to put forward ideas about the learning. Encourage them to ask/engage. Provide a weekly planner to be filled with ideas. 'Can we please.....'	The 'Can we please do' Page becomes an important part of the routine for the children. The children look to see if we are doing what they asked, remembering from week to week. Requests become more than 'can we pat the turtle and the chooks' and their ideas become more complex. A record of the children's voice develops showing children are influencing the routines, learning and environment.	End of term1 End of term 2 End of term 4	

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	
2.1.1	<p>Each child's health needs are supported, through conversations with parents and the development of action plans. Health issues are discussed with children for example why children can't share their food and what are healthy foods. Busy Bee screenings take place each year. The CAFHS nurse visits twice a term during Playgroup to meet with parents.</p>
2.1.2	<p>Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. The daily routine, the set up of the environment and the large indoor and outdoor spaces foster this. A rest/quiet time is organised after lunch each day with a CD of relaxing music and guidance in how to relax, developing in children a skill for life. The inside environment has an area where quiet play/reading etc is encouraged. The outside is used when the weather permits with blankets and cushions being taken outside.</p>
2.1.3	<p>Effective hygiene practices are promoted and implemented. We keep up to date through sharing/reading materials as they become available between staff and the wider community. Through conversations with children to support their learning and practise. Through signage around the centre and through role modelling best practise. Through the employment of a cleaner and a pest extermination program.</p>
2.1.4	<p>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. Information is shared with parents through newsletters and the enrolment pack. Information is easily accessible to staff. Hygiene routines are explicitly taught to children.</p>
2.2	<p>Healthy eating is promoted through parent information, enrolment pack, conversations with children, visiting specialists like the dietician. The outside environment is set up to encourage physical play. Action songs are included during group times. New outside equipment and challenges are set up to stretch children's development. New climbing/swinging equipment that attaches to the swing frame has added a new complexity to these activities to foster children's development.</p>

<p>2.3.1</p>	<p>Children are adequately supervised at all times. With 5 children and 2 adults and well set up inside and outside areas children are adequately supervised at all times. There are clear lines of vision for supervisors.</p>
<p>2.3.2</p>	<p>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Grounds and equipment are regularly checked. Repairs made in a timely fashion. Children are encouraged to identify risks and suggest ways to improve the safety of the situation.</p>
<p>2.3.3</p>	
<p>2.3.4</p>	<p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Invacuation and evacuation drills are practised each term with the school as we are part of the schools process.</p> <p>Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. Records are kept to keep track of each staff members police clearance, certificate expiry date and need for re training.</p>

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 Protective Behaviours curriculum is not embedded in our program

Improvement plan QA2

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	The Protective Behaviours curriculum is embedded in our program so that children are learning this material and developing their understanding	M	Work with the cycle of learn, plan, trial and review to implement the Protective Behaviours Curriculum Set aside money for resources to meet the needs of the program	We can see the curriculum in our programming. The language is used routinely. Children show a growth in their understanding	2015	

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	
3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. A quality control/safety process is maintained, ground are checked regularly.
3.1.2	Premises, furniture and equipment are safe, clean and well maintained. A cleaner cleans each week and maintains the garden as required. A busy Bee is organised at the end of each term for parents, staff and children to work on bigger projects such as refurbishing the cubby house and scrubbing the chairs.
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. A ramp allows easy access for children, toddlers, prams and wheelchairs. There are areas within the inside and outside that are built in such a way as to allow children and staff to change the environment e.g. the platform can be a boat or a bridge for the troll to hide under.
3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. The indoor areas are large and roomy and divided into areas by staff to encourage exploration and learning but still maintain clear lines of supervision. The outside environment reflects a spacious garden with different areas eg sand area, natural gum tree area – trees to climb and swing from, cactus garden and vegetable patches, new fruit trees, large deciduous tree to follow the seasons, lawn for ball games, pavers to ride on, natural and built shade areas that are multi-functional.
3.3.1	Sustainable practices are embedded in service operations. Children take part in looking after the garden, grow vegetables and herbs during winter months. Garden plants reflect the hot environment. Rubbish is routinely collected, sorted and recycled. Children visit recycling centre and learn about where their rubbish goes and what rubbish is Discussions take place about resources e.g. is your wrapping recyclable etc. 2 Chooks, 3 fish and a turtle encourage children to learn about what is needed for their care.

Key improvements sought for QA3

Standard/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.
Identified issue	At present there is no water feature in the centre, we plan to develop a water feature using our new sandpit shade roof to collect water.
Standard/element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	Investigate developing a 'Service Environmental Strategy'

Improvement plan QA3

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
3.2.2	Children have easy access to water for play and learning that has been resourced at our centre rather than using mains water	L	Place a rainwater tank to catch the water from our new sandpit shade and attach a hand pump to develop a water feature for the children's use.	Tank is in place, rainwater being collected and children have access to this water in their play and learning.	Term 2	
3.3.2	A Service Environmental strategy (Pg 107)	L	Find out what other centres do. Work with children and families to investigate and develop a Service Environmental strategy so that children become more engaged in caring for the environment.	There is a service environmental strategy and children's understanding of environmental issues is developing	Term 4	

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	
4.1	Our small staff and child numbers support positive, respectful interaction and relationships. There is a consistency of staff including relievers that support children's wellbeing and sense of belonging.
4.2.2	Conversation and reflection is a valued part of the day. There is time at the end of the day to facilitate this interaction.
4.2.3	Interactions, the program and running of the day convey mutual respect, equity and recognition of each other's strengths and skills

Key improvements sought for QA4

Standard/element 4.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Identified issue	Develop a recording process that records qualifications and expiry dates. Need to review the Early Childhood Code of Ethics

Improvement plan QA4

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
4.1.1	Qualification requirements are maintained at all times		Organise and Complete first aid training An easily accessed and updated record is kept of qualifications and expiry dates	Qualifications continue to be recorded and up to date	End of term 1	
	Visit the Early Childhood Australia Code of Ethics		Review at Staff meeting Make a copy easily accessible to staff	The staff feels confident of their understanding. A record in staff meeting minutes records this and a copy of the Code of Ethics is displayed in the centre	Term 3	

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>The individual strengths of staff members are complementary which allows educators to work easily together in different ways with each child and group of children, each bringing strengths to the whole educational experience. Reflective discussion is part of the day to day running of the LELC. Children's learning, interests and ideas are documented routinely. Children are encouraged to share their ideas and interests and where possible these are followed up on immediately or added into future plans – followed up later in the day for example at the library, or the next preschool day when resources have been collected.</p> <p>We develop positive relationships with each child. Through conversations with children and families, understanding the child's context, abilities, interests and preferences. This develops a positive sense of identity and belonging in the child. Each child has an ILP.</p>
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Key improvements sought for QA5

Standard/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 conflict.
Identified issue	<p>Develop an understanding in the children that their actions and responses effect how others feel and experience belonging at LELC.</p> <p>Children develop skills to respond appropriately to the behaviour of others and communicate effectively to resolve conflict and to manage their own behaviour in positive ways.</p>

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
5.2.2	Children understand that their actions and responses effect how others feel and experience belonging. The children come to manage their own behaviour in positive ways.	H	Purchase and implement the Kimochis program Collect and implement strategies and games that encourage children to listen to each other and teachers.	Children are responding appropriately to the behaviour of others and communicating effectively to resolve conflict.	Term 4	

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	
6.1.1	There is an effective enrolment and orientation process for families. LELC worked on this last year with the current group of families trialling our process, the response from families was positive. An expo/information meeting is organised with the R/1 teacher and other professionals e.g. Speech, CAHFS, Dietician etc. in term 1 each year.
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions through the Governing Council, Face-Book and Email, Questionnaires, Fundraising, Busy Bees. They are invited to share their strengths or interests with the children and/or staff. E.g. A tech wiz sorts the photos another maintains the face book page, another made gloop and baking soda rockets with the children.
6.2	Many families are well known at the centre as they have been attending playgroup over the years previous to beginning preschool. Families are supported in their parenting role through our playgroup, CAFHS visiting program, conversations between staff and families, newsletters and information provided in our resource library. Our willingness to be contacted out of hours to meet parent's needs supports their sense of belonging. Family values and beliefs about child rearing are respected and supported. Our philosophy is that we are here to support families.
6.3.1	Links with relevant community and support agencies are established and maintained. E.g. Busy Bee Screenings, CAFHS visits. Speech path. all attend the centre.
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. Transition and orientation programs are in place and well used by families and children moving into preschool and on to school.
6.3.4	LELC builds relationships and engages with the local community. E.g. investigating the Post Office and the Recycling Centre, fundraising at the Christmas Market with a market stall. School visits.

Key improvements sought for QA6

Standard/element 6.1.3	Current information about the service is available to families
Identified issue	Lock Early Learning Centre Internet page needs to be revamped and updated regularly A brochure to hand out to new families would support the centre and families new to our community

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
6.2.2	Current information about the service is available and up to date to everyone who would like to enquire using the internet about our service. There is a brochure to hand out to new families	M	Review other sites and consider what is needed. Discuss with other leaders how this is achieved in other centres. Gather relevant information, art works and photographs. Update Lock Early Learning Internet Page. Trial with parents, review and implement any changes required. Develop a process for keeping it updated. Using the information used in the web page develop a brochure about our centre	Lock Early Learning Internet Page is refurbished and is continually updated. Allowing a ready access to information for families and community that will support a sense of belonging at LELC for families. A brochure that supports new families is available for use.	Term 3	

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	
7.1.3	Every effort is made to promote continuity of educators at the service. There is a pool of local relief staff, ECWs and teachers that support the staff at LELC which fosters continuity and the sense of belonging for the children and their families.
7.1.4	The Director leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning in consultation with the ECW, children, families and Governing Council.
7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper, with the appropriate clearances and training suitably recorded.
7.2.1	A statement of philosophy has been developed by the Governing Council (all our families are represented) and staff. It guides all aspects of the service's operations and is reviewed by the Governing council, children and staff annually.

Key improvements sought for QA7

Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
Identified issue	The induction process is under review, it needs to be updated
Standard/element 7.2.2	The performance of educators is evaluated and individual development plans using the National Professional Standards are in place to support performance improvement.
Identified issue	A formal process of professional development to support performance improvement is only partially in place.
Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.
Identified issue	This is partly in place, A QIP is developed and a user friendly version is on display. A beginning has been made, investigation has taken place on how other centres go about this and a review process for staff meetings has been developed, the process is currently in the trialling stage and we are questioning its effectiveness. The QIP review and self-assessment needs to become part of the routine of staff meetings and Governing Council Meetings. We are working on how to do this effectively.

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Standard element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome?	Success measure	By when?	Progress notes
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	M	The induction process is under review. Complete review and update as required.	Update the induction folder. The induction processes are set in place .	Term 2 Term4	
7.2.2	The performance of educators is evaluated and individual development plans using the National Professional Standards are in place to support performance improvement.	H	Review the National Professional Standards.	Performance Management becomes a regular procedure which is highly valued by staff and the Director, which in turn benefits children's learning through improved teacher practice.	Term 1	
7.2.3	The QIP review and self-assessment needs to become part of the routine of staff meetings and Governing Council Meetings.	H	Put the QIP on the formatted agendas (Staff and Gov. council) Review and record progress in the meeting minutes each meeting	QIP review becomes a routine part of the meetings and a review of progress is recorded. Children and families will benefit from the improvement of our service	Term 1	