



2015

Clare Valley Children's Centre
for Early Childhood Development
and Parenting

Quality
Improvement Plan

Clare Valley Children's Centre 2015 Quality Improvement Plan

Service details

Service name		Service approval number			
Clare valley Children Centre		SE-00012138			
Primary contact at service					
Amanda Narroway					
Physical location of service			Physical location contact details		
Street:	Corner of Blyth Rd and Elliot street		Telephone:	88422483	
Suburb:	Clare		Mobile:		
State/territory:	South Australia		Fax:		
Postcode:	5453		Email:		
Approved Provider			Nominated Supervisor		
Primary contact:			Name:	Amanda Narroway	
Telephone:			Telephone:	88422483	
Mobile:			Mobile:	0419807560	
Fax:			Fax:		
Email:			Email:		
Postal address (if different to physical location of service)					
Street:	PO Box 716				
Suburb:	Clare				
State/territory:	SA				
Postcode:	5453				
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	7-00pm	7-00pm	7-00pm	7-00pm	7-00pm
Closing time	6.00pm	6.00pm	6.00pm	6.00pm	6.00pm

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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.

We are open 50 weeks out of the year closing over the Christmas New Year break.

The DECD run Kindergarten school holidays are

April 10th -27th

3rd July-20th

25th September - 12th October

11th December -28th January 2016

We have a pupil free day on June 5th and 10th September

We have a carpark on site

Other services co located with us are toy library, Learning Together at home and Health

How are the children grouped at your service?

We have an

- Under 2 room
- Over 2 room
- Over 4 room (kindy and childcare integrated)

In the afternoons (12.30-2.00pm) all children across the centre are integrated

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Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Amanda Narrowway Nominated Supervisor

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Service statement of philosophy (Describe when and how it was developed/reviewed, who participated, how understanding of the philosophy by children, families and community is developed)

Our Philosophy review process started at the end of 2014 and was completed at the beginning of 2015. Families were given the opportunity to participate by putting a word that was significant to their family on a rock. The children placed their rock in a central place for all to read. The words were collated into a wordle and displayed. Children and families can be seen revisiting these words and talking about their rock. Our philosophy reflects the words of our families and statements that staff believe that Clare Valley Children's centre represents. Staff have their own philosophies that they revisit and reflect on at the beginning of each year.



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Philosophy

- Our prime focus is on excellence in all areas of care, education and development
- We see children as capable, competent, co-contributors and active participants in their own learning
- We provide a playbased learning environment which provides a balance between child initiated, child led, educator supported and intentional teaching. Opportunities exist for children to explore, ask questions, discover and experiment.
- Our practices reflect the importance of all children having opportunities to spend quality time in the natural environment. Both our indoor and outdoor environment promote curiosity, wonder and provide opportunities for challenges and risk taking
- Critical reflection amongst staff is constant to ensure quality and innovative programs and practices occur
- We focus on developing strong relationships and secure attachments through the use of Primary Care Giving
- We focus on wellbeing and strive to develop a positive centre culture for children, families and staff.
- We work together with families in partnership to support children's learning
- We recognise, respect and support the diverse backgrounds of the children and their families
- We believe in having strong links with the community and other service providers
- We recognise the importance of sustainable practices across the centre

Our Values

Family, Team Work, Quality, Life Long Learning, Fun!

Our Purpose

Clare Valley Children's centre brings together care, education, health, community development activities for families and their children.

"Together we play, Together we learn"

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Strengths Summary (Describe self review processes and evidence collected)

DIAf	NQS	Strengths	
improve	Learn	QA1 Educational program and practice	<ul style="list-style-type: none"> Cultural Inclusivity Observation books Programming from children interests Each child has a goal Children's voice Explicit teaching opportunities Children's sense of belonging
		QA2 Children's health and safety	<ul style="list-style-type: none"> Hygiene practices around food Reporting Illnesses Sun safety Rotating morning Tea in over two room Opportunities for rest Children's independent skills (scraping bowls)
		QA3 Physical environment	<ul style="list-style-type: none"> Our large outdoor area Natural elements indoor and outdoor Loose parts
	Connect	QA5 Relationships with children	<ul style="list-style-type: none"> Consistent staff in rooms Primary Caregiving Friendly approachable staff Relationships with families
		QA6 Collaborative partnerships with families and communities	<ul style="list-style-type: none"> Positive parent feedback Family fun night Pageant Market Nominated by the community for a Regional award
	Lead	QA7 Leadership and service management	<ul style="list-style-type: none"> Tours for families Clear systems and policies Training and Development opportunities Mentors Sun committees
		QA4 Staffing arrangements	<ul style="list-style-type: none"> Staff higher ratio to child Team and staff meetings Communication books Reflection time

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Improvement Priorities Summary

Improvement Priority 1: NUMERACY		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 For every child to be engaged, challenged and achieving their potential	Strategy 1 <i>Use the RRR involvement Scale to observe children's level of involvement in numeracy experiences</i>	1.2.1
	Strategy 2 <i>Track children's dispositions for learning</i>	6.3
	Strategy 3 <i>Educators to reflect on the 25 characteristics of effective teaching (adapted from Clarke and Clarke, 2004)</i>	1.2.2
Goal 2 For families to have a deeper understanding of their child's numeracy experiences	Strategy 1 <i>Strengthen our conversations with families around numeracy</i>	6.2
	Strategy 2 <i>Highlight numeracy learning in our learning stories, displays and profile books Start to add numeracy indicators to our learning stories</i>	6.2.2 1.2.1
	Strategy 3 <i>Inform families about the numeracy that occurs in our setting</i>	6.2.2
Goal 3 To build educator self-confidence to enable change in practice.	Strategy 1 <i>Look at Growth mindset with staff</i>	4.2.2
	Strategy 2 <i>Trainings and discussions in staff meetings Unpack the numeracy indicators in collaboration with other preschools</i>	4.2.2 6.3
	Strategy 3 <i>Reflect on what we do in our day to day practice and make changes to promote mathematical thinking in an environment that enhances wonder, curiosity and problem solving.</i>	1.2.2 7.2

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Improvement Priority 2: Cycle of Planning		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 For educators to have a clear understanding and be able to articulate our whole site planning cycle	Strategy 1 <i>Staff to be trained in floor books</i>	4.2.2
	Strategy 2 <i>In staff meetings reflect on each step of our whole site "Programming and Planning for all children" document.</i>	1.2
	Strategy 3 <i>Reflect and practice at staff meetings articulating how and why of our practices, philosophy and programs</i>	7.2 1.1
Goal 2 For Primary Care Givers to communicate clearly and effectively with parents about their child and their learning and care	Strategy 1 <i>All families to receive information about their primary care giver in a timely manner</i>	6.1.3
	Strategy 2P <i>Primary care givers regularly speak to families. This delivery could be in a variety of ways, phone calls, emails face to face</i>	6.2.1
	Strategy 3 <i>Quality information is given to families about their child's learning and care</i>	1.1.4
Goal 3 Create inspiring spaces to maximise learning.	Strategy 1 <i>During staff meetings introduce the principles from the resource Inspiring spaces for young children.</i>	4.2.2
	Strategy 2 <i>Using the tool ROSIE reflect and evaluate our environment by considering and observing design elements such as colour, focal points, texture, lighting, displays and the use of space and nature.</i>	1.2
	Strategy 3 <i>From the information gathered from strategy one and two create environments that intrigues, invites and stimulates</i>	1.1.3 3.2.1

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Improvement Priority 3: Sustainability		
Goal s or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
Goal 1 Sustainability Practices are embedded in our practice	Strategy 1 Involve KESAB in an rubbish Audit, consider and act on where possible their findings	6.3
	Strategy 2 <i>Investigate plumbing our toilets to the rainwater tank.</i>	3.3
	Strategy 3 <i>Use the data and implement some strategies from the energy data</i>	6.3
Goal 2 Reduce our rubbish in the centre	Strategy 1 <i>Educate families around nude food</i>	6.2
	Strategy 2 <i>Look at our infrastructure to be able to carry out sustainability with ease eg separate bins for each room</i>	3.3
	Strategy 3 <i>To up-cycle materials for the benefit of the community and wider</i>	3.3
Goal 3 Children to be supported to become environmentally responsible and show respect for the environment.	Strategy 1 <i>Provide learning experiences which encourage child participation</i>	3.3.2
	Strategy 2 <i>Bring the community in to help us instil sustainability messages eg performances, wipe out waste, education programs</i>	3.3.2
	Strategy 3 <i>Involve children in everyday learning of sustainability practices eg chooks , worm farm , compost veggie garden</i>	3.3.2

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Improvement Priority 1								
Goal 1 Goal or outcome sought	For every child to be engaged, challenged and achieving their potential						Priority <i>(Based on Risk Assessment)</i>	
Strategy 1 How will we get this outcome	Use the RRR involvement Scale to observe children's level of involvement in numeracy experiences							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.1							
Success Measures	Children are consistently engaged in numeracy challenges as indicated in the data collected							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 1 Goal or outcome sought	For every child to be engaged, challenged and achieving their potential						Priority <i>(Based on Risk Assessment)</i>	
Strategy 2 How will we get this outcome	Strategy 1 <i>Track children's dispositions for learning (traffic Lights)</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
						6.3		
Success Measures	That children are scoring all green in their dispositions of learning							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 1 Goal or outcome sought	For every child to be engaged, challenged and achieving their potential						Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome	<i>Educators to reflect on the 25 characteristics of effective teaching (adapted from Clarke and Clarke, 2004)</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.2							
Success Measures	Children are consistently engaged in numeracy challenges as indicated in the data collected That children are scoring all green in their dispositions of learning							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 2 Goal or outcome sought	For families to have a deeper understanding of their child's numeracy experiences						Priority <i>(Based on Risk Assessment)</i>	
Strategy 1 How will we get this outcome	Strategy 1 <i>Strengthen our conversations with families around numeracy</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	When families are surveyed at the end of the year they can articulate the numeracy and mathematical learning that occurs Families and educators are working together to enhance their child's learning							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 2 Goal or outcome sought	For families to have a deeper understanding of their child's numeracy experiences						Priority <i>(Based on Risk Assessment)</i>	
Strategy 2 How will we get this outcome	<i>Highlight numeracy learning in our learning stories, displays and profile books Start to add numeracy indicators to our learning stories</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	When families are survey at the end of the year they can articulate the numeracy and mathematical learning that occurs Families and educators are working together to enhance their child's learning							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
4/3/15	Resurvey families to receive quantifiable data							
Recommendations								

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Improvement Priority 1								
Goal 2 Goal or outcome sought	For families to have a deeper understanding of their child's numeracy experiences						Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome	<i>Inform families about the numeracy that occurs in our setting</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	When families are survey at the end of the year they can articulate the numeracy and mathematical learning that occurs Families and educators are working together to enhance their child's learning							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 3 Goal or outcome sought	To build educator self-confidence to enable change in practice						Priority <i>(Based on Risk Assessment)</i>	
Strategy 1 How will we get this outcome	Look at Growth mindset with staff							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.1							
Success Measures	That staff indicate that they are confident in using the language and questioning children in numeracy experiences							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 1								
Goal 3 Goal or outcome sought	To build educator self-confidence to enable change in practice							Priority <i>(Based on Risk Assessment)</i>
Strategy 2 How will we get this outcome	Trainings and discussions in staff meetings.							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.1							
Success Measures	That staff indicate that they are confident in using the language and questioning children in numeracy experiences							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
25/3/15	<p>Meeting with all kindy staff went well, we clarified understanding of what is maths, what is numeracy, and discussed what our barriers for not reporting numeracy learning to families (as shown in NQS/Numeracy survey as an area of need). *** list Amanda</p> <p>All staff present agreed that building educator knowledge of the learning that is happening and the confidence and ability to communicate to parents was of highest priority. (Strategy 1 below).</p> <p>Staff also identified which of the effective teaching practices (name Amanda) we do well and in turn which we need to work on.</p>							
4/3/15	<p>In collaboration with partnership preschools we produced skills used and possible lines of questioning for children for areas that we all have in our sites eg. playdough, blocks, sandpit.</p> <p>We will share among three sites and used in interactions with children.</p>							
Recommendations								

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Improvement Priority 1								
Goal 3 Goal or outcome sought	To build educator self-confidence to enable change in practice						Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome	Reflect on what we do in our day to day practice and make changes to promote mathematical thinking in an environment that enhances wonder, curiosity and problem solving							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
	1.2.1							
Success Measures	That staff indicate that they are confident in using the language and questioning children in numeracy experiences							
By When	ongoing							
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
	We have looked at what quantified our world looks like in our room shared with other partnership sites							
Recommendations								

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Improvement Priority 2																						
Goal 1 Goal or outcome sought	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>For educators to have a clear understanding and be able to articulate our whole site planning cycle</p> </div> <div style="flex: 0.5; font-size: small;"> <p>Priority (Based on Risk Assessment)</p> </div> </div>																					
Strategy 1 How will we get this outcome	<i>Staff to be trained in floor books</i>																					
Links to Elements	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 12.5%;">QA1</td> <td style="width: 12.5%;">QA2</td> <td style="width: 12.5%;">QA3</td> <td style="width: 12.5%;">QA4</td> <td style="width: 12.5%;">QA5</td> <td style="width: 12.5%;">QA6</td> <td style="width: 12.5%;">QA7</td> </tr> <tr> <td></td> <td></td> <td></td> <td>4.2.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	QA1	QA2	QA3	QA4	QA5	QA6	QA7				4.2.2										
QA1	QA2	QA3	QA4	QA5	QA6	QA7																
			4.2.2																			
Success Measures	<p>Staff indicate they feel confident in articulating our planning cycle All elements of our cycle are imbedded throughout the centre</p>																					
By When																						
Progress Notes																						
Date	Strategies implemented/ Data & Feedback collected																					
25/1/15	8 staff members were trained																					
	We revisited our learning at staff meeting																					
Recommendations																						

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Improvement Priority 2								
Goal 1 Goal or outcome sought	For educators to have a clear understanding and be able to articulate our whole site planning cycle						Priority <i>(Based on Risk Assessment)</i>	
Strategy 2 How will we get this outcome	<i>Reflect on each step of our whole site "programming and Planning Document</i>							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	Staff indicate they feel confident in articulating our planning cycle All elements of our cycle are imbedded throughout the centre							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2								
Goal 1 Goal or outcome sought	For educators to have a clear understanding and be able to articulate our whole site planning cycle						Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome	Reflect and practice at staff meetings articulating how and why of our practices, philosophy and programs							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	Staff indicate they feel confident in articulating our planning cycle All elements of our cycle are imbedded throughout the centre							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 2								
Goal 2 Goal or outcome sought	For Primary Care Givers to communicate clearly and effectively with parents about their child and their learning and care							Priority <i>(Based on Risk Assessment)</i>
Strategy 1 How will we get this outcome	All families to receive information about their primary care giver in a timely manner							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
						6.1.3		
Success Measures	Staff can say they have given a welcome letter to all new families within 2 weeks of their child starting							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Term 1	All kindy families received letters introducing the team and then a personal one from their giver							
	Term 1 family Audits							
Recommendations								

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Improvement Priority 2								
Goal 2 Goal or outcome sought	For Primary Care Givers to communicate clearly and effectively with parents about their child and their learning and care						Priority <i>(Based on Risk Assessment)</i>	
Strategy 2 How will we get this outcome	Primary care givers regularly speak to families- using a variety of ways							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures	Primary care givers collect data on how they have communicated with families							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
	Family Audits							
Recommendations								

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Improvement Priority 2								
Goal 2 Goal or outcome sought	For Primary Care Givers to communicate clearly and effectively with parents about their child and their learning and care						Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome	Quality information is given to families about their child's learning and care							
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	QA8
Success Measures	Parent surveys indicate that families are receiving quality information							
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 3								
Goal 1 Goal or outcome sought	To build educator self-confidence to enable change in practice.						Priority <i>(Based on Risk Assessment)</i>	
Strategy 1 How will we get this outcome								
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures								
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								

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Improvement Priority 3								
Goal 1 Goal or outcome sought							Priority <i>(Based on Risk Assessment)</i>	
Strategy 2 How will we get this outcome								
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures								
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
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Improvement Priority 3								
Goal 1 Goal or outcome sought							Priority <i>(Based on Risk Assessment)</i>	
Strategy 3 How will we get this outcome								
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Success Measures								
By When								
Progress Notes								
Date	Strategies implemented/ Data & Feedback collected						Analysis	
Recommendations								