

PHILOSOPHY STATEMENT NQS 7.1.1 Version 19

Keithcot Farm Children's Centre for Early Childhood Development and Keithcot Farm Children's Centre Childcare Inc. provides accessible, flexible quality care and education for children from birth to school entry in a play-based program. Our Centre's philosophy and practices are underpinned by current national and international early childhood development research. The Preschool Position Statement sets out the Department for Education's aspirations for how our Centre works together with children, families and the community to achieve the best possible learning, health, development and wellbeing outcomes. It is a clear statement about what we believe and value about the purpose of prior to school education and provides clarity about the approaches we will use. We offer a range of programs including Community Managed Childcare, Department for Education Preschool, parenting support programs, Midwifery services and other targeted Community Programs in partnership with Allied Health and Community Development to build capacity and wellbeing of families. We reflect on the programs we offer, and this is documented in our Preschool and Childcare Quality Improvement Plans as we work towards continuous improvement. We acknowledge and value the cultural background and diversity of children, families and staff for their optimal wellbeing and engagement. We are committed to developing the cultural responsiveness of our staff with respect to First Nations cultures as we embed our Reconciliation Action Plan. We support the United Nations Convention on the Rights of the Child.

Children

Under the National Law and Regulations, we structure our educational program on The Early Years Learning Framework (EYLF) V2.0, 2022 its Vision, Principles, Practices and Outcomes. The EYLF is child centred, focused on play, open ended, challenging and inclusive and acknowledges children's prior experiences. We believe that inclusion is a right and that every child is entitled to high quality early education and care. Our practices reflect the belief that children are capable and competent learners from birth and unique in their own individual way. We offer a secure and happy atmosphere which will complement the home environment while nurturing children's disposition to learning. Children are integrated with siblings and others for most of the session. They are intentionally divided into smaller groups for developmentally appropriate experiences for a short period of time.

Families

We provide a safe, welcoming place for all children and their families to foster a strong sense of belonging and community. We value partnerships with families and see the parent as the child's primary educator. Families are provided with information about their child's learning experiences, involvement, development and progress and are also encouraged to contribute to the program by communicating their goals for their child. We support families with information that will build their capacity in relation to their parenting.

Staff

Our professional staff team have a range of tertiary or post graduate early childhood qualifications, training and experience in leadership, teaching, children's services and community development. Allied Health services – including a Speech Pathologist, an Occupational Therapist and Midwives also work together with families and the community to provide a range of services. We believe in an ongoing commitment to supporting each staff member's professional development and a strong focus on continuous improvement in care and learning for young children and their families. Sustainable practices are embedded in service operations and consistently promoted in the everyday program.

Management

We offer all families the opportunity to be involved in governance and the review of policies and processes that represent the whole of the Centre through Preschool and Childcare Governing Councils elected annually by the Children's Centre families.

Communities

We are committed to promoting community awareness of children's rights and services through effective partnerships and networking with government and non-government organisations, parenting and community groups. These collaborative partnerships assist us in developing integrated and sustainable services to support and provide the best opportunities for every family and child. Our programs and services support the strengthening of adult-child relationships and respond to community strengths and needs. We develop positive relationships with neighbouring schools to enable seamless, effective transitions and continuity of curriculum across the prior to school and schooling sector.

We believe that a statement of the Centre's philosophy will change as new insights are gained and practice is evaluated.

CREATED: March 2008

REVIEWED: November 2008, November 2009, November 2010, November 2011, November 2012, February 2013, November 2013, November 2014, September 2015, November 2016, November 2017, November 2018, October 2019, December 2020, September 2021, December 2021, December 2022, December 2023

TO BE REVIEWED: December 2024

SOURCED: South Australian Curriculum Standards Accountability Framework

Virtual Village South Australian Early Years Report (2005)

Dr Fraser Mustard – Investing in the Early Years

Ferre Laevers – Wellbeing and Involvement (2003)

Belonging, Being and Becoming – The Early Years Learning Framework for Australia 2009

National Quality Framework (2011)

United Nations Convention on the Rights of the Child