Centre number: 3641

Centre name: Forbes Children’s Centre

1. **General information**

- Centre name
  Forbes Children’s Centre
- Centre number
  :3641
- Preschool Director
  Roslyn Usher
- Postal address
  80 Thomas Street Plympton 5039
- Location address
  80 Thomas Street Plympton 5039
- Telephone number
  : 08 82939000
- Fax number
  08 83510470
- e-mail address
  info@harcourtpre.sa.edu.au
- DETE District
  :Inner South
- Geographical location – i.e. road distance from GPO (km)
  :8 kms south of the GPO
- Enrolment/Attendance
- Co-located/stand-alone
  : Co-located with Forbes Primary School
- Programs operating
  - Pre Entry
    :when capacity allows
  - Sessional Kindergarten for eligible children
    :Monday to Friday 8.45am – 3.15pm
  - Long Day Care
    :7.00am until 6.00pm
  - Lunch/Full Day Program
    :All meals and lunch care provided Monday to Friday in accordance with Eat Right Start Right Accreditation Status
- **Bilingual Support**
  The Centre has a high proportion of children from non-english speaking backgrounds. These families are supported through the Bilingual Support Program.

- **Preschool Support**
  Preschool Support is provided for children with additional needs who access the Preschool program.

- **Additional support**
  Additional support is provided by ISS for children accessing the long day care programs.

- **Other**
  Forbes Children’s Centre for Early Childhood Development and Parenting is a new Integrated Early Years service in which early childhood professionals, other professionals, families and the local community work together to meet the needs of children and families.

Children’s Centres support children’s development, health, learning and wellbeing. Forbes Children’s Centre offer programs and services for families in partnership with Inner Southern Community Health; Children, Youth and Women’s Health Service; Disability SA; Health SA; Families SA and other organisations and agencies identified through discussions with the community and families.

In addition to preschool and long day care programs we offer:

- **SA Health Services Programs** for mums, dads and carers of children.

- **Disability SA programs** for eligible children and their families.

- **Parenting by Connection** educational training, 1:1 advice, workshops courses for parents & professionals.

- **Learning Together At Home:** A family home visiting program for eligible families in the inner south west.

- **Family By Family:** Linking families with families who want to make changes in how they parent.

- **Occupational Therapy:** Assessment and intervention by appointment

- **Playgroup:** We offer playgroup on the weekends to help working parents access this program. Our playgroup is facilitated by a paid co-ordinator.


• Various other courses and groups are held through the week and may change from term to term depending on the needs of the community. These include specialised playgroups, dad’s groups and a range of parenting education and support programs.

2. **Key Centre Policies**

• Current priorities that guide our whole site planning include:
  1. **Children have optimal health and development**

  • Children’s physical health & wellbeing, social & emotional development, language & communication skills, & dispositions for learning are enhanced
  • Children’s health, developmental and learning concerns are identified early (NQS 1.2.3; 2.1.1)
  • Children access high quality early learning & care programs
  • Children are confident and involved learners (NQS 1.1.1)
  • Children commence school equipped for success

2. **Parents provide strong foundations for their children’s healthy development and wellbeing.**

  • Parents are confident to support their children’s health, education & wellbeing (NQS 6.2)
  • Children & families have stable relationships & are safe from harm
  • Parents have opportunities for learning
  • Family wellbeing is enhanced (NQS 6.2.2)

3. **Communities are child and family friendly**.

  • Children’s Centre’s encourage, respect & respond to the voice of children
  • Children & families have a strong sense of belonging to their community and community wellbeing is enhanced (NQS 6.4)
  • Communities provide physical and social environments that support children’s development & family wellbeing
  • Children’s Centre’s are a friendly, trusted source of advice, information & support for families (NQS 6.2)
  • Parents are active partners in the design & implementation of Children’s Centre programs & services (NQS 6.1.2; 6.1.3)

4. **Aboriginal children are safe, healthy, culturally strong & confident.**

  • Aboriginal children & families have a strong sense of cultural pride & identity, & are valued contributors to their community
  • Aboriginal families and communities’ wellness and healing are enhanced (NQS 6.2)
  • Aboriginal children start school healthy and having regularly participated in a quality early learning program
3. Curriculum

Our centre bases its curriculum on the Early Years Learning Framework (EYLF). This curriculum document acknowledges the quality of relationships between children and educators as fundamental to the quality of learning that occurs within early childhood learning environments. When children have supportive relationships they more readily explore their learning environments and engage in experiences that support their development. Our curriculum development process also recognizes children as capable learners. Their ideas, interests and observations are of paramount importance in developing learning experiences (both planned and spontaneous). The Early Years Learning Framework supports children in developing the following outcomes:

- A strong sense of identity including the ability to relate to others with care, empathy and respect;
- A strong sense of connection with and desire to contribute to their world (including respect for the environment);
- A strong sense of wellbeing (including the increasing ability to care for their own health and physical needs);
- Confidence and involvement in learning (demonstrating curiosity, creativity, persistence and co-operation);
- Confidence in effective communication (including non verbal, verbal and written communication).

Learning is as an interactive process. We implement the curriculum in the context of caring, positive relationships and develop these outcomes through learning experiences that:

- Provide a range of developmentally appropriate activities and materials
- Allow flexibility according to the changing needs and interests of the children
- Support inclusion of children with special needs
- Provide resources that reflect cultural and linguistic diversity as well as gender equity
- Provide a balance of learning experiences including those that offer
  - quiet and active play
  - indoor and outdoor play
  - individual, small group and large group interaction
  - creative expressions
  - Child initiated and adult initiated learning

At Forbes Children’s Centre we believe that ‘primary caregiving’ provides a consistent relationship for children and their families. A nominated ‘primary caregiver’ is responsible for the care and education needs of your child. The ‘primary caregiver’ will share in the excitement of your child’s play and attend to their individual needs and routines like sleeping, feeding, toileting and/or nappy changing. The focus of the ‘primary caregiver’ is to develop a close, trusting, and responsive relationship between professional, child and family. When a child feels secure in a relationship, the ‘primary caregiver’ becomes the base that they explore from and return to in times of pleasure and excitement as well as sadness or anxiousness.
This strategy is based on a framework referred to as ‘Circle of Security’ and ‘Attachment Theory’ which looks at recognizing a child’s need in organizing their external world. The aim of the ‘Circle of Security’ in relation to caregiver and child relationships is that the caregiver is “a special person who is always kinder and stronger, older and wiser than themselves. This person will follow the child’s needs. Whenever necessary they will take charge”. (Marvin, Cooper, Hoffman & Powell 2002 pg 110)

Our core values are reflected in the statement of philosophy as follows:

CHILDREN

We believe:
Each child is unique, has great potential, is competent, capable and an active participant in the organisation of their identity, ability and sense of autonomy

We aim to:
• Advocate in the best interest of each individual child.
• Provide safe, secure and trusting relationships through primary caregiving that fosters wellbeing and active involvement in the learning environment.
• Support the health of every child and their family through the provision of services, programs and educational opportunities.

FAMILIES

We believe:
In a partnership approach where families are considered every child’s first educator and the diversity of each family including culture, family structure, lifestyle, language, beliefs and kinship systems is valued.

We aim to:
• Engage in a partnership by listening to, supporting and learning from families in order to acknowledge and build upon their strengths, competencies and abilities in their role to nurture children.
• Create opportunities for family involvement and participation in the centre.
• Maintain confidentiality and respect the right of the family to privacy.

COMMUNITY

We believe:
In building community capacity to enhance health and wellbeing outcomes for children and families
We aim to:
• Gain knowledge about our community using varied data collection methods in order to provide relevant access or pathways to a wide range of high quality services, programs, events and experiences that support families in their parenting journey.
• Build relationships with and between families to develop a sense of belonging and connectedness to the centre and community.
• Facilitate opportunities for parents and families to share their strengths, skills and talents within the centre and community.
• Create partnerships with families and community, empowering them to engage with decision making processes within the centre.
• Be an active community service and information hub for families by promoting, networking or partnering with other agencies and services within the community.

• Provide an environment in the centre that reflects and respects our community.

COLLEAGUES

We believe:
In collaborative partnerships with colleagues to generate a centre culture of continual reflection and renewal of high quality practices in care, learning, health, community and social services

We aim to:
• Share knowledge, build on strengths, be solution orientated and reflective in our everyday practices.
• Provide opportunities for professional development that foster shared understandings and continuous development of best practices.
• Be open and honest in our communication and have regular opportunities to be involved in shared decision making.
• Work collaboratively in order to provide holistic seamless services for families and children from birth to eight years of age.

CURRICULUM

We believe:
Curriculum development is a continually evolving reflective process based on current research and the voices of children and families in our community.

We aim to:
• Acknowledge the quality of relationships between children and educators as fundamental to the quality of the learning environment.
• Provide a play based curriculum and honour play as both a process and context for learning.
• Provide opportunities for each individual child to develop holistically through intentional teaching and spontaneous learning experiences.
• Use contemporary theorists and a Reggio Philosophy to shape our understanding, practices and curriculum.
• Develop shared planning and assessment practices that engage families in their child’s learning journey.
• Provide a curriculum that is inclusive and believe in all children’s ability to succeed.

• Assessment and reporting

Forbes Children’s Centre encourages parents to actively participate in the care and education of their children. Sharing information about children is very important in helping us provide responsive care and learning opportunities. Throughout parent’s time at Forbes Children’s Centre there are regular informal discussions about the progress and development of each child also.

As communication between families and staff is so important, each room has additional communication systems in place in order to best support the care and education of your child. These systems that we use to collect and communicate information about each child change between the rooms to best support the developmental stages and needs of every child as they grow and transition through
the different rooms. In the baby room for example, the emphasis is on providing a safe and nurturing environment. This requires the development of deep relationships and a lot of learning occurs within the security of familiar experiences. There are more adults for each child and more comprehensive communication systems that are personalised children of this age not yet able to communicate needs and experiences with language. As your child progresses in age they shall gain independence and participate in a broader range of experiences that are exciting and often in the context of larger group experiences as well. The assessment and communication systems reflect the changing nature of this context. In each room we provide the following in regard to communication, assessment and reporting.

In the program for children under two years we provide:

- Individual books for each child in the primary caregivers’ basket to communicate your child’s routine (bottles/sleep time/food) and for families to communicate directly to the primary caregiver what is happening for their child on the day.
- Portfolios to document each child’s journey and this will include 1 learning story per term for children who attend 2 days or less and 2 learning stories per term for children who attend more than 3 days. The portfolios will include photographs and creative work.
- An Individual Learning Plan is developed on each child to communicate with families each child’s strengths and areas the educators are working to support. This will occur once a term.
- An opportunity to talk with your primary caregiver or consistent educator of the baby room is of upmost importance so that we can provide a consistent routine and home like environment for your child. We welcome phone calls during the day.

In program for children two to three years we provide:

- Daily communication sheets that record information about the food each child has consumed throughout the day sleep routines and essential care requirements such as the application of sunscreen.
- ‘a note from the toddler room’ to go into each child’s bag generally from their primary caregiver to communicate what has happened for your child on the day.
- Portfolios to document each child’s journey and this will include 1 learning story per term for children who attend 2 days or less and 2 learning stories per term for children who attend more than 3 days. The portfolios will also include photographs and creative art pieces.
- An Individual Learning Plan will be developed on each child to communicate with families each child’s strengths and areas the educators are working to support. This will occur once a term.
- An opportunity to discuss how each child is settling in and developing and this can be done through verbal communication with your child’s primary caregiver or consistent educators of the toddler room. We welcome and support families in making phone calls during the day to see how your child is going.
In the three to five year old learning program:

- Daily communication sheets that record information about the food each child has consumed throughout the day and essential care requirements such as the application of sunscreen.
- An Individual Learning Plan is developed and shared with parents in the first term in the Kindergarten room. For children accessing the preschool program this shall be in the first term of your child’s full preschool entitlement (i.e. not pre-entry). This plan will highlight your child’s strengths and areas the staff are working to support. This is reviewed every six months approximately (i.e. in the third term of Kindy for children eligible for the preschool program).
- A portfolio will be developed or continued as a record of each child’s time in the Kindy room. The portfolio will contain photographs, work samples, artworks, learning stories and a record of group experiences each child has participated in whilst at Kindergarten.
- Halfway through each child’s eligible kindergarten entitlement (i.e. in the 2nd full time term) a mid year review shall include a literacy and numeracy assessment. This will help determine areas of strength and current goals in these areas as they ready for school.
- As your each child leaves the Centre and moves onto school they will receive a Summative Report (a detailed document about your child’s current learning and achievements). A copy of this report will also be forwarded to your child’s school. You will also receive the portfolio(s) to keep and reminisce on your child’s special time at Forbes Children’s Centre. This is also a great folder for your child’s new teacher at school to view, as it provides relevant information about your child’s interests and learning.

4. Centre Based Staff

- Staff Profile
  
  Director – 1.0  
  Assistant Director – 1.0  
  Teacher – 2.0  
  Ecw- 1.0  
  Child Care Team Leaders – 3 full time  
  Child Care Qualified staff – 2 full time, 2 part time  
  Child Care Unqualified staff – 4 full time (2 currently studying)  
  Community Development Co-ordinator -1.0  
  Familiy Services Co-ordinator 0.5

  Approximately six additional varied staff are permanently based at the site (both part time and full time). Various communication mechanisms support the engagement of these staff with the centre as they are not line managed by the director.
• Performance Management Program
  : Staff (managed by the director) meet with the director and assistant director each term. The main emphasis of performance management is the constructive use of people’s strengths to identify opportunities for improvement at a site level in addition to personal professional goals, empowerment and encouragement to learn new skills.

• Access to special support staff
  : We have various support staff that children and families can access. This includes bilingual support, preschool support, speech pathology for preschool aged children, occupational therapy and psychology for preschool aged children. Private providers are also based at the Centre under a user-pays system.

5. Centre Facilities
• Buildings and grounds
  Our centre is an architecturally designed purpose built facility on the grounds of the Forbes Primary School. Harcourt Gardens Preschool (a previously established DECS Preschool) relocated to the new premises in October 2010.

• Capacity (per session)
  : Licensed for 90 children at any one time with 16 children under the age of 2 years.

• Centre Ownership
  : DECD own the site

• Access for children and staff with disabilities
  There is a ramp and toilet facilities for disabled people.

6. Local Community
• General characteristics: (eg types of work available, languages usually spoken at home, local developments)
  In the Edwardstown, South Plympton, Plympton Park and Ascot Park there are many houses 50-60 years old. Recently a number of these have been demolished and new townhouses/units built. There are many rental properties with a high proportion of housing trust rental.
  The majority of families attending our services are from Plympton, South Plympton, Edwardstown, Melrose, Ascot Park and Parkholme. Being located along a transport corridor however the centre is accessed by families residing in suburbs as far south as Old Reynella and Willunga.

• Parent and community involvement in the preschool
  We have numerous volunteers at our centre with a volunteer program that continues to grow. Being a Children’s Centre parents have many and varied opportunities to engage with the centre, including experiences that support their child’s learning and development. There is a strong relationship between the Forbes Primary School and the Children’s Centre.
- Schools to which children generally transfer from this preschool
  The majority of children transfer to Forbes primary school, with a smaller number attending Edwardstown primary school and private schools.

7. Further Comments

- Establishment of new services and/or programs
  Forbes Children's Centre engages in a constant process of initiating new projects, programs or learning experiences. Approximately 200 families utilise the wide variety of programs offered in regard to community and family services. In regard to community services provision, a significant project involves developing a proposal for managing a swimming pool that is located behind the centre. It is on the school grounds. Co-ordination of use by the Children's Centre will potentially further facilitate community initiatives (e.g. use by Disability SA aqua physiotherapy groups, Muslim women and their children, Healthy Communities Initiative Marion Council and Occupational therapy aqua groups) in accessing this resource.

  Current educational projects being initiated include
  - Initiating a walk n talk program (supporting families to help develop their child’s physical wellbeing, literacy and numeracy skills.
  - Further developing the provision of literacy kits for parents to take home and enjoy with children aged birth to five years.
  - Further develop our fundamental movement skills program provided for children aged 3-5 years in conjunction with the University of South Australia.
  - Development and use of Aboriginal Persona dolls with a health related focus. These are being developed in conjunction with an Aboriginal Health Worker located on site.