



Robertstown

Pre School

Director – Jodie Pearce

ECW – Emily Friebe

COREY STREET, ROBERTSTOWN SA 5381

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Service details - Robertstown Preschool

Postal Address	Service approval number
Street: PO Box 19 Suburb: Robertstown State/territory: SA Postcode: 5381	2907
Primary contact at service	
Jodie Pearce	
Physical location of service	Physical location contact details
Street: Corey Street Suburb: Robertstown State/territory: South Australia Postcode: 5381	Telephone: 08 85817127 Mobile: 0417 893 005 Fax: 08 85817003 Email: kindy.director@robertstownpre.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Jodie Pearce Telephone: 08 85817127 Mobile: 0417893005 Fax: 08 85817003 Email: kindy.director@robertstownpre.sa.edu.au	Name: Jodie Pearce Telephone: 08 85819127 Mobile: 0417 893 005 Fax: 08 85817003 Email: kindy.director@robertstownpre.sa.edu.au

Preschool Sessions

	Monday AD-MIN TIME	Tuesday	Wednesday
Opening	0:900am	0:900am	0:900am
Closing	15:30pm	12:00pm	14:00pm
Opening		12:00pm	
Closing		15:30pm	

Occasional Care Sessions

	Tuesday	Wednesday
Opening	0:900am	0:900am
Closing	11:45am	11:45am
Opening	12:45pm	
Closing	15:30pm	

Robertstown Preschool is located in the middle of Robertstown Primary School grounds. Amble parking is provided south of the school grounds accessible from Corey street. Also street parking is offered along Corey street.

Full time Kindy children, Pre-entry Children and Occassional Care children all attend the same sessions. Occasional Care Children finish morning sessions at 11:45 am and commence afternoon sessions at 12:45pm. Pre- entry children complete their morning session at 12noon on Tuesday or Wednesday.

Nominated supervisor – Jodie Pearce

Service Philosophy

We

'Encourage each child as they learn through play to develop the confidence to "have a go" and enjoy learning as part of their daily life.

Quality Area 1: Educational program and practice

Summary of strengths for QA

	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
*	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.	
*	Element 1.1.4	The documentation about each child's program and progress is available to families.	
*	Element 1.1.5	Every child is supported to participate in the program.	
*	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	
*	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.	
*	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	

Key improvements sought for QA1

Standard/element [number]	Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
Identified issue	Updating technology to allow access for children to internet and learning opportunities to support curriculum outcomes and oral language development.

Standard/element [number]	Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
Identified issue	Each child by the end of their fulltime Preschool will have achieved an increase of at least one level as measure by TROLL.

Improvement Plan

Standard/element [number]	Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.					
Identified issue	Updating technology to allow access for children to internet and learning opportunities to support curriculum outcomes and oral language development.					
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
Element 1.1.2	Lower smart board to children height	H	Seek 2 Quotes. Hire Company to lower. Achieved	Increased use of the board by all children. Feedback from parents.	Term 1—2012	Excellent response from children - increased use of the board.
Element 1.1.2	Staff training on smartboard	H	Find courses—availability	Implementation of new resources	Term 4	
Element 1.1.2	Purchase Ipad & Ipad for centre	M	Price 2 locations—Gov Council Approval. Purchase and implement	Children's increase knowledge, ability to use Ipad. Feedback from children and families.	Term 4	

Standard/element [number]	Element 1.1.2—Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.					
Identified issue	Each child by the end of their fulltime Preschool will have achieved an increase of at least one level as measure by TROLL.					
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
Element 1.1.2	Promote oral language at home	H	Introduce language take home book.	Feedback from families and children.	Term 1	Implemented—books continue to return to kindy. Children feedback is good.
Element 1.1.2	Promote oral language at home	M	Reintroduce - literacy take home kits.	Continued borrowing of kit	Term 3	
Element 1.1.2	Structured time -	M	Sharing every day Introduce Sid a take home friend	Excellent growth in observations of children.		Sharing every day—outstanding progress & questioning skills.

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Summary of strengths.

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
*	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
*	Element 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.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
*	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.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
*	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Key improvements sought for QA3

Standard/element [number]	Element 3.1.1 Element 3.2.1 Element 3.3.2	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Children are supported to become environmentally responsible and show respect for the environment.
Identified issue		New garden area is not growing as predicted—purchase raise garden beds to support plants growing and begin a usable vegetable garden bed.

Key improvements sought for QA3 & Improvement plan

Standard/element [number]	Element 3.1.1 Element 3.2.1 Element 3.3.2	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. Children are supported to become environmentally responsible and show respect for the environment.				
Identified issue		New garden area is not growing as predicted—purchase raise garden beds to support plants growing and begin a usable vegetable garden bed.				
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
Element 3.1.1 Element 3.2.1 Element 3.3.2	Raised garden bed to promote outdoor learning spaces to engage children and support children to become environmentally responsible and respect for the environment.	M	Purchase raised beds and soil.	Childrens engagement	Term 3	

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
*	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
*	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
*	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
*	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
*	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
*	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
*	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

Key improvements sought for QA6

Standard/element [number]	Element 6.1.1 - There is an effective enrolment and orientation process for families.
Identified issue	Update enrolment process and package so easy for families and in line with 2013 same first day enrolment.
Standard/element [number]	Element 6.3.4 - The service builds relationships and engages with their local community.
Identified issue	Continue to build relationships with School and wider community. Some families are not accessing playcentre or occasional care—increase awareness of services.

Key improvements sought for QA6 & Improvement plan

Standard/element [number]	Element 6.1.1 - There is an effective enrolment and orientation process for families.					
Identified issue	Update enrolment process and package so easy for families and in line with 2013 same first day enrolment.					
Standard/element [number]	Element 6.3.4 - The service builds relationships and engages with their local community.					
Identified issue	Continue to build relationships with School and wider community. Some families are not accessing playcentre or occasional care—increase awareness of services.					
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
Element 6.1.1	Update enrolment package and process for families.	M	Time - admin day . Update website. Iformation in envelopes so easily accessible for families.	Increase attendance by current not enrolled families.	Be the end of Term 2	
Element 6.3.4	Increase quality of relationship with the school and wider community.	H	Meeting with Angela and Sue. Discussion re school expectations of starting children.	Feedback	By the end of Term 4	Ang including us in her weekly staff newsletter and consultation with Behaviour policy.
	Increased engagement with community	M	Open day for grandparents—friends and community.	Feedback	By the end of Term 4	

