



St Peters Child Care Centre & Preschool

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City of
Norwood
Payneham
& St Peters

Welcome to St Peters Child Care Centre: Preschool

We provide a play based program based on the needs and interest of the children using the Early Years Learning Framework for Australia: Belonging, Being and Becoming. Our teaching and learning experiences promote child engagement, wellbeing, positive relationships, confidence, literacy, numeracy, physical skills, healthy eating, fitness, thinking skills and creativity.

We work with you and your child to foster and further develop their interests, skills and learning dispositions. Our aim is for your child to enjoy learning and become a confident learner ready to transition to school.

Preschool Attendance

Children are able to access 15 hours of preschool from 3.8 years of age prior to commencing school, however this is not a compulsory requirement.

We are able to offer children a minimum of one full day should you wish to attend a further day we would be happy to accommodate.

Prior to children commencing we offer transitions visits a minimum of two weeks prior to beginning Preschool to familiarise themselves with the centre and educators.

Our program operates 51 weeks a year and commences at 8.30am – 5.00pm, however our service is open from 7.50am until 6pm. Our Preschool operates with a maximum of 19 children to enable educators to facilitate and support one on one and smaller group learning.

Educators

Early Childhood Teachers: Monday – Friday
Wednesday and Friday

Preschool Assistant: Monday, Tuesday, Thursday

The centre also engages the support of relief educators for lunch cover, non-contact time, and support workers as required.

Fees

As the centre is a community based not for profit service we charge a flat daily rate less your child care benefit and/or child care rebate from the Family Assistance Office.

Statement of Philosophy

In the Preschool environment we believe that children learn through active exploration and provide a quality play-based program that provides them with opportunities to learn as they discover, create, improvise and learn.

Children are encouraged to freely explore the environment and develop an enjoyment of learning, while being guided by the educator team. Educators encourage the children to strive for their best and tailor the curriculum to meet the needs of each individual child. We want our children to be happy and productive and socially competent.

We believe in an integrated, holistic approach to teaching and learning, recognising and valuing the connections between children, families and communities. Educators work to provide a safe, welcoming, learning and teaching environment which pays attention to children's physical, personal, social and emotional wellbeing and fosters the importance of parent teacher partnerships.

Learning Framework

St Peters Child Care Centre: Preschool curriculum is guided by the Early Years Learning Framework for Australia "Belonging, Being & Becoming" (Aust Govt 2009)

'The curriculum has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.' (p1)

The framework provides broad direction for early childhood teachers to facilitate children's learning with provision for the following five Learning Outcomes:

Children have a strong sense of identity

Children are connected with and contribute to their world

Children have a strong sense of wellbeing

Children are confident and involved learners

Children are effective communicators.

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test our ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and learn. (p15)'

Preschool Curriculum

Our play based curriculum is planned and structured to enable children to be active learners, providing them with opportunities to explore, learn new skills as well as repeating, practising and refining skills they have already acquired. Our curriculum has clear aims for children's learning and responds to children's strengths, skills, ideas diversity and knowledge.

We have a child centred approach to curriculum design which is based on observations, interactions and knowledge of each child which has emerged from conversations children have had with educators, and conversations educators have had with families.

Play-based curriculum with opportunities for intentional teaching

This allows children to move freely between activities throughout the day while still giving educators time and opportunities to "... *Being deliberate, purposeful and thoughtful in their decisions and action.*" *Belonging, Being & Becoming, p15.*

We believe that children learn best through well planned play which motivates, stimulates and provides opportunities for children to; create social groups, test out ideas, ask questions, solve problems, engage in critical thinking and develop positive dispositions towards learning.

In keeping with the Early Years Learning Framework we incorporate the five learning outcomes as part of curriculum to guide and promote children's learning. Our room routine allows for long block of time so children can develop their play ideas, as well as teacher led individual, small and large group activities. Parents are encouraged to contribute to the curriculum planning and evaluation

Early Literacy & Numeracy

Both Preschool teachers have had training in Jolly Phonics, which is a Phonics based literacy program. In a play setting, we introduce the phonic sounds of letters of the alphabet which will assist children in their early reading skills when they enter school.

Both literacy and numeracy are integrated within the curriculum in subtle ways such as games, songs, group activities and, where appropriate, intentional teaching on an individual basis or small group work.

The Early years Learning Framework: Belonging, Being and Becoming focuses on supporting children to be healthy, happy individuals who are strong in themselves and their culture, providing a strong foundation for formal schooling. We aim to provide a learning environment that enables each child to feel successful and supported in their first attempts at learning so that they see themselves as capable learners who will confidently approach new learning opportunities, developing positive dispositions for learning at school.

Assessment & Reporting

Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.

Individual learning goals at the beginning of each term educators collate information from observations of individual children to set specific goals for the term which are then evaluated at the end of the term. Each term parents are invited to view these goals, and provide feedback, adding to or changing goals if they wish.

Learning Stories are used to capture the special learning moments within your child's time with us. They describe and tell a story about how your child has achieved individual learning goals and other successful achievements.

A report detailing individual children's learning using the five learning outcomes are provided to parents in terms one and four. Summative School reports are provided on each child when they leave to start school

Communication & Partnerships

You as parents are the primary educators of your child and have an important role to play in the environment. We anticipate that parents and educators will work together on sharing information and time to develop the most rewarding and educational learning environment.

We strongly value communication the passing on of information in regard to your child and their day at Preschool. Please feel free to approach educators to discuss your child's development, needs, interests and the curriculum. We encourage parents to be involved within our learning environment, any suggestions or ideas are welcome and please come and let us know.

Newsletter & Curriculum: At the start of each term a newsletter is provided to inform parents about the terms curriculum, show and tell topic, opportunities for parents to contribute and any special events that are planned. The whole group learning curriculum is displayed on the board in the Preschool room.

Parents are always welcome in the room if you have any special skills/talents or interest you would like to share with the children please speak with an educator

What to Bring

Please dress your child with consideration to comfort, independence and safety according to the weather. It is important to label your child's belonging as this will enable us to return them.

A bag containing – an empty named water bottle for use throughout the day

A broad brimmed or legionaries hat

One full change of clothes

A jacket or jumper for cooler months.

The centre provides morning tea, two course lunch and afternoon tea; please let educators know of any allergies or dietary issues. Children will be encouraged and supported to serve meals, clear away dishes and use independence skills.

Toys

We ask that parents help us in discouraging children from bringing toys in as we find that special things from home may be lost or broken and often result in conflict amongst children.