Service Details

Service name: Willow Close Preschool
Preschool number: 4675
Partnership: Heysen
Service approval number: SE - 00011124
Primary contact: Beryl Barnard - Director (approved provider contact and nominated supervisor)
Physical location: 3 Willow Close, Mt Barker SA 5251
Contact details: Phone: (08) 8391 0506 Fax: (08) 8391 3082 Email: beryl.barnard516@schools.sa.edu.au

Operating Hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening time</td>
<td>8.30</td>
<td>8.30</td>
<td>8.30</td>
<td>8.30</td>
<td>9.00</td>
</tr>
<tr>
<td>Closing time</td>
<td>3.15</td>
<td>3.15</td>
<td>3.15</td>
<td>3.15</td>
<td>12.00</td>
</tr>
</tbody>
</table>
Additional Information about the Service

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

- There is parking in the streets surrounding the kindergarten. The Kindergarten is part of the Department for Education and Child Development Heysen Partnership of schools and preschools. The Heysen partnership works collaboratively to plan for ongoing improvement for all partnership children and contributes to South Australian continual improvement.

- Willow Close Preschool work collaboratively with the other sites in the Heysen Partnership to decide upon the partnership improvement priorities, these were influenced by National, State and local qualitative and quantitative data. Part of our preschool improvement will be supported by participating in shared learning and ongoing improvement with other partnership schools and preschools.

- This site has an inclusive preschool program that respectfully and equitably caters for children with disabilities and high support needs. This program runs inclusively in partnership with the mainstream program over two and a half days.

How are the children grouped at your service?

- The children attend two full days per week and one half day per fortnight on Friday mornings. The sessions are mixed. Some parents choose to enrol their children for two full days only. Their sessions are chosen by parents in consultation with the Director and Teacher.

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

- ‘Nominated Supervisor, Beryl Barnard.’
Context Statement

- Willow Close is situated in the southern sector of the rapidly expanding town of Mount Barker in the Adelaide Hills.
- Staff team - 1 full time Director, 1 full time teacher, 1 full time ECW, 1 part time ECW (0.5) in mainstream. 1 teacher (0.5), 1 ECW2 (0.5) in the Inclusive Preschool Program. 1 pre-school support worker (hours vary termly according to needs and funding by DECD).
- The families are from varied socio-economic backgrounds.
- There are a high proportion of children with additional needs.
- The pre-school provides: 15 hours of Pre-school including half and full-days with a lunch care program; an Inclusive Pre-School Program to support children with disabilities and high support needs; Preschool Support in mainstream for children with additional needs; and Playgroup for families.
- We foster close liaison with the local child care centres and the centre is used by Anglicare on weekends to support parents with access visits.
- Traditional strong supportive Governing Council - 11 members this year.
- Willow Close Preschool is currently involved in the development of a new stand-alone Children’s Centre at the Mount Barker South Primary School site. The Children’s Centre Director will be line managed by the Education Director.
Our Philosophy

Willow Close Preschool offers a caring, safe and supportive environment where children, educators and families feel welcome and are included as an integral part of the Centre. We provide a high quality inclusive teaching and learning environment for all children based on the Principles, Practices and Outcomes from the Early Years Learning Framework.

Preschool educators work in partnership with families recognizing and valuing their place as children's first educators. Information and resources from families are used to plan for each child and the kindergarten group.

Children bring a variety of experiences, values and attitudes to preschool, educators value each child as an individual with unique needs, strengths and abilities. We celebrate individual differences and actively include children's voice when we are planning for learning and offer a culturally appropriate inclusive curriculum.

Preschool offers group experience and part of the continuum of each child's life-long learning. At Willow Close Preschool educators provide a rich curriculum both indoors and outdoors to provoke ongoing learning for all children. Children learn about the environment, sustainability and the world around them through play, in an active learning environment.
Quality Area 1 - Educational program and practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development.

Strengths:

1.1 Early Years Learning Framework (EYLF) is embedded in our centre, analysis during staff reflections/observations is aligned with EYLF to inform forward programming. Curriculum decision making is informed by individual child observations, conversations with children, daily reflections of child led spontaneous experiences, conversations with parents (formal and informal) and parent/child questionnaires. These in turn inform our emerging weekly programme sheet that is directly aligned to the EYLF, and Inquiry based learning (children’s inquiry and educator inquiry). Child initiated and emerging learning is captured through learning stories, talking and thinking floor books and daily reflections and staff discussions that are also formally aligned with EYLF. End of session reflections with staff inform other curriculum decisions that are aligned to EYLF as appropriate. Summary of EYLF is contained within our programming sheet to facilitate staff connecting the formal curriculum that we deliver.

1.1.2 Observation books to capture observations of children’s learning - refined ongoing- all staff on board. Parent/child questionnaire - educators actively collate and plan in partnership with parents for goal setting and programming for each child.

IPP - Staff work collaboratively within a multidisciplinary team (including DECD and private service providers) to provide a specialised programme to support each child’s learning goals.

Staff communication positive, collaborative and supports transfer of information - end of day documented reflections, talking and thinking floor books and/or social stories (and other visuals) capture and support children’s knowledge, ideas and interests.

Profile books include authentic evidence of children’s work and other evidence of their learning.

Parent conversations - formal and informal, sharing home experiences with kindergarten.
1.1.3 Planned calming group time before lunch to settle children for their wellbeing. Establishing consistent routines using visuals involving children in the processes.

Modifying and making accommodations within the programme and routines adapting to the various needs of individual children within each year to maximise inclusive and equitable opportunities.

Staff co-ordinate visits from therapists to meet the needs of the children in Inclusive Preschool Programme.

1.1.4 End of term summary based on EYLF using written observations, profile books, parent/child questionnaire, EYLF observation record plus incidental ongoing daily conversations. Programme on notice board. Daily Communication book along with daily conversations with parents and carers support partnership with parents and shares information and milestones in particular Inclusive Preschool Programme and Preschool Support Children.

Send home term 1 formal statement of learning based on ELYF offering interviews with parents for forward planning.

1.1.5 Children receiving Preschool Support all have a One Plan. Educators actively looking for invisible children. Children's freedom to move in and out. Educators discussing children on a daily basis – daily reflection. A range of provocations to promote thinking and language. Visuals, social stories to support children's learning.


1.2.1 Staff conversations on daily basis, record in daily reflections, Term 2 formal conversations and planning with parents. Evaluation EYLF observation record.

1.2.1 During small groups staff use opportunities to observe, document and evaluate the children's learning. All staff contribute to the documentation in observation books. Analysis and PLOD (possible lines of development) from floor books, learning stories and daily reflections inform our planning. Educators work with service providers for Preschool Support and Inclusive Preschool Program children to provide short term goals, One Plans.
1.2.2. Educators actively capture children's voice, to respond to their ideas and maximise teachable moments. Educators use profile and floor books to scaffold and extend each child's learning. Staff plan and implement targeted intentional teaching through group times.

1.2.3 Oral language project identifying reluctant, proficient, developing talkers to inform our programming (staff using Yakka Trakka). Children's voice heard through Learning Committees to gain data that informs planning for individual children.

The emergent curriculum flexibly tunes in on child initiated learning on each day.

**Improvement Priorities:**

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority High</strong> - Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
<td>Educators have identified a need to increase specific documentation regarding numeracy and literacy utilising the DECD Indicators of Numeracy and Literacy.</td>
<td>Staff use Literacy and Numeracy indicators to increase the focus in these years as part of the holistic assessment and reporting to families throughout the year and in the Statement of Learning at the end of the year. The site leader and educators will participate in partnership improvement strategies including professional development literacy and numeracy in Literacy project and hands on Numeracy training. Create predictability for children with language difficulties in daily routine and group times using visual supports as required.</td>
<td>Director, all staff. All educators commence Partnership Training 26th February and attend termly sessions in 2016. All educators commence planning for site specific improvement and training in January 2016.</td>
<td>Documentation aligned to literacy and numeracy indicators in program, floorbook, learning stories and statements of learning. Ongoing targeted training undertaken by staff in 2016.</td>
</tr>
<tr>
<td>Standard/Element and identified issue</td>
<td>What outcome do we seek?</td>
<td>Strategies to achieve this outcome</td>
<td>Responsible person and target date</td>
<td>Success measure</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1.2.2 - Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. (This is carried over from 2015 QIP and recommended for 2016)</td>
<td>Each child's voice actively and regularly listened to by educators and used to inform programming for that child.</td>
<td>Staff have 'protected time' to ensure continuity of teaching and learning for children.</td>
<td>Director and Staff – to embed as part of culture by Term 3 2015</td>
<td>Documentation of children's ideas informing planning through floorbook, daily reflection and program book. Children's ideas and wonderings captured on 'wondering wall.'</td>
</tr>
<tr>
<td>Priority Medium</td>
<td>Ensure all children given opportunities to be involved in Learning Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress:

- All children provided an opportunity to participate in a small group Learning Committee by end of Week 3, Term 1. Data collated and displayed ready to inform planning.
Quality Area 2- Children’s Health and Safety

This quality area of the National Quality Standard focuses on safeguarding and promoting children’s health and safety.

Strengths:

2.1.1 Procedures in place and understood by all staff to support children’s health needs. Children’s health and medical needs are documented, health plans in place. Sun smart culture in centre.

Staff observation of children’s individual health and safety needs and catering for them on 1:1 basis eg quiet time in reading corner, relaxation music. Knowing our children and what’s normal for them as individuals.

2.1.3 Explicit teaching in hand washing procedures for children especially prior to eating and after toileting. Toilet visual schedules established for children requiring one particularly children in the Inclusive Preschool Programme.

Staff actively support our children to learn hygiene practices (including hand washing, toilet routine and coughing) with supporting agencies from community eg Mount Barker Council, parent expertise.

Lunch care programme well established where children have integral role from setting up tables to completion of eating - visuals used to support children learning and following rules/guidelines, we encourage independence with children using scissors to cut wrappers.

2.2.1 Healthy eating promoted through newsletter items, cooking practices.

Procedure in place for playgroup safety through checklist – audit done every morning by educator.

2.2.2 This was a priority for 2015. Staff implemented procedures to identify and engage children in both planned and spontaneous physical experiences and it is now embedded in staff practice. For example daily planned gross motor groups, accessing park next door engaging structured sports at children’s request (soccer, football), using teachable moments to extend children’s gross motor activities.
## Improvement Priorities:

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 - Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</td>
<td>Increased understanding and use of healthy food choices within our kindergarten community.</td>
<td>Inform parents through displays newsletters. Staff to plan regular cooking activities with a focus on healthy foods using produce from our own gardens where possible. Intentional teaching and planned activities during small group times to further develop children's understanding of healthy food/drinks and healthy choices.</td>
<td>Director and Staff. By end of Term 3.</td>
<td>Children sharing understandings about healthy eating. Overall healthier food choices noted in children's lunchboxes. Floorbook documentation of healthy cooking program.</td>
</tr>
</tbody>
</table>

### Progress:

- Healthy eating noticeboard created for parents/carers containing images and recipes for healthy lunchbox choices.
- Commenced cooking program with children (using fresh produce from our kindergarten garden where possible).
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.

**Strengths:**

3.1.3 Educators spontaneously change the learning environment adapting to meet the needs and interests of each child.

Every child is able to explore and move freely between the indoor and outdoor learning environment.

Indoor and Outdoor learning environments structured so that they are inviting, encouraging exploration, problem solving and creative expression - children have choice and conversations with staff and peers around their interests. Outdoor learning environment extended in small groups using the park next door to explore the natural environment.

Children given opportunities to challenge and develop their physical skills eg: participate in large and small group activities; be ‘active, messy and noisy’; withdraw to a quiet area; and engage in gross and fine motor skill activities.

**Improvement Priorities:**

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 - Sustainable practices are embedded in service operations.</td>
<td>Foster and build upon children's respect for nature and their world.</td>
<td>Extend the use of the outdoor learning area to promote children's executive functioning and their connection with nature so they respect their world.</td>
<td>Director and staff. Ongoing.</td>
<td>Nature inquiry in the park with children. Children demonstrating care for their environment.</td>
</tr>
</tbody>
</table>

Willow Close Preschool

Quality Improvement Plan 2016

Page 12 of 21
Progress:

- Small groups of children helping to care for the garden - watering and collecting fresh produce.
- New cohort have been introduced to recycling food scraps through sorting their fruit/lunch scraps, feeding the kindergarten worms and learning that some food scraps are taken home by a staff member to feed chickens.
Quality Area 4- Staffing Arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, coordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Strengths:

3.1.3 Educators spontaneously change the learning environment adapting to meet the needs and interests of each child.

4.1.1 Teachers monitor movements of children between environments and actively co-ordinate staff positioning to maintain appropriate educator:child ratios.

4.2.2 Staff undertake professional training for best practice and then report back at staff meetings to rest of team.

4.2.3 Large staff team have a diverse range of experiences, expertise and skills and these are shared in workplace. Staff are open to be challenged eg during Oral Language project staff team were videoed working with children to reflect on their practise.

Staff are supportive of each other and work as a team.
### Improvement Priorities:

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>Priority - low/medium/high</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 - Professional standards guide practice, interactions and relationships. Priority Low</td>
<td></td>
<td>Teachers actively aligning practice to Professional Standards</td>
<td>All teachers in house professional development to collaborate on aligning teaching practice with professional standards.</td>
<td>Director. By end of Term 1 &amp; Term 3 2016.</td>
<td>Teacher attendance at PD. Elements of the Standards reflected in teacher discussions eg daily reflections and staff meetings.</td>
</tr>
</tbody>
</table>

### Progress:
**Quality Area 5 - Relationships with Children**

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

**Strengths:**

5.1.1 Communication between parents, staff and visiting professionals - by greeting children first then adults, our verbal and non-verbal language, listening and attending when interacting with children, giving the children time.

5.1.2 Culture of all staff emphasis on getting to know each individual child embedded in centre eg continual awareness of every child's interaction through our daily reflections and discussions, observations, Individual Learning Plan, encourage independence and support through modelling.

5.1.3 Inclusion and respecting of all in the centre - through observing and acting, nurturing, giving the children a voice, 1:1, small group work.

5.2.1 Involving children in collaborative opportunities eg packing up, lunch preparation, gardening, mixing paints. IPP children learn from each other, include mainstream in group time. IPP - make use of environment to support learning depending on make-up of day. Individual learning plans, Pre School Support - specific planning implemented through interactive activities.

5.2.2 Staff plan for each individual child's needs and strengths, and support them to manage their own behaviour and respond to the behaviour of others through the use of visuals, creating social stories when necessary, explicit teaching and modelling of appropriate behaviour.

5.2.3 Staff use of positive and non-judgemental language to support each child eg toilet routines, food choices.
## Improvement Priorities:

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority - low/medium/high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5.2.1 - Each child is supported to work with, learn from and help others through collaborative learning opportunities.**

**Priority Medium**

Our families are from varied socio-economic backgrounds. Staff will undertake training and work towards the best outcome for each child.

Heysen partnership action priority from 2015 partnership review addresses children's vulnerability.

Educators to gain deeper understanding of meeting children's diverse social and emotional needs.

The impact of one year intake and children functioning at varying levels of development socially and emotionally are crucial areas for educators to address initially through role modelling, explicit instructions and restorative practice. Staff to undertake Kids Matter training modules to support their relationships with the children.

All staff undertake Kids Matter - Module 2 PD during 0 Week.

A further module to be undertaken by all staff in Term 3.

All educators to complete the two modules of training. Strategies derived from team discussions during training put into action.

### Progress:

- All educators have undertaken Kids Matter Module 2 training.
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.

Strengths:

6.1.1 All staff know procedure of orientation process with new families and involved in it informing parents of kindergarten’s goals and values.

6.1.2 Families are involved in decision making through surveys, Governing Council, ongoing questionnaires related to curriculum decision making including excursions, invitations to be part of programme to share interests and expertise eg cooking, art, culture with children. Daily conversations with parents sharing their child’s learning. Displays and floorbooks informing the curriculum are made visible to families.

6.3.1 Developing and implementing plans to support the inclusion of children with additional needs in the Inclusive Preschool Programme and children receiving preschool support at Willow Close Preschool. Termly review meetings with key stakeholders eg DECD speech pathologist and special educator.

6.3.3 Children receiving preschool support at Willow Close Preschool. Termly review meetings with key stakeholders eg DECD speech pathologist and special educator.

6.3.4 Long standing involvement in local community events eg Mount Barker Show and Christmas Pageant. Local services visit our centre and share their expertise with the children and staff eg Police, CFS. CAHYS screenings and relationship building at Willow Close, Dentist.
## Improvement Priorities:

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>Priority - low/medium/high</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1 - The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</td>
<td>High</td>
<td>To foster deeper and more meaningful partnerships with parents ensuring they have a voice in their child’s learning.</td>
<td>Active partnerships with parents including embracing our multi-cultural families – incorporate authentic home culture/context (including cooking, cultural festivals and practices), meet and greet night and other family activities. Use parent questionnaire, surveys and Governing Council input to support this. Incorporate parent voice in creating One Plans and formulating goals for each child in particular for those children receiving Preschool Support and those enrolled in the Inclusive Preschool Program.</td>
<td>All staff, Governing Council, parents. Ongoing. Director, Preschool Support Worker and Inclusive Preschool Programme teacher. Term 1.</td>
<td>Increased parent voice in programming for their child’s specific needs and interests.</td>
</tr>
</tbody>
</table>

**Progress:**
Quality Area 7 - Leadership and Service Management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Strengths:

7.1.1 We have a supportive Governing Council and parent/carer community.

7.1.3 We have a consistent and reliable staff team that promote continuity. The Director and teaching staff, provide a curriculum that ensures the establishment of clear goals of teaching and learning based on the Early Years Learning Framework.

7.1.4 Director initiates and leads a team approach. Ongoing leadership in curriculum areas has led change in daily reflections and programming to establish clear goals for teaching and learning. The curriculum is reflective of students interest and needs, it is an emerging process through daily reflections, observations, staff discussions, photos, floorbooks.

7.2.1 Philosophy statement reflects the inclusive and respectful way educators work with children, families and our broader community. It is reviewed annually and family input is taken into consideration.

7.2.2 The performance development policy is in progress completed by staff 2 times per year and reflects the centre plan. Staff are continually striving for improvement through Professional Development and engaging in further study. In house professional development through staff meetings and shared readings initiated and led by Director.

7.3.1 Confidentiality is vital, forms kept in confidential manner/secured overnight in alarmed room, notifications in locked cabinet.

7.3.5 All policies and procedures are continually being updated and improved.
**Improvement Priorities:**

<table>
<thead>
<tr>
<th>Standard/Element and identified issue</th>
<th>What outcome do we seek?</th>
<th>Strategies to achieve this outcome</th>
<th>Responsible person and target date</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority - low/medium/high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.2 - The induction of educators, coordinators and staff members is comprehensive. Priority <strong>High</strong> Initial review of induction process highlighted a weakness in this process.</td>
<td>Effective and current staff induction process.</td>
<td>To be completely reviewed and tailored to current DECD requirements followed by re-induction of staff to ensure they are familiar with the updated process.</td>
<td>Director, all staff. By end of Term 1 2016.</td>
<td>Staff handbook/induction folder updated and all staff aware of process.</td>
</tr>
</tbody>
</table>

**Progress:**