



Elsie Ey
Children's Centre
for Early Childhood
Development and Parenting

Welcome to Elsie Ey Children's Centre



Kingfisher Drive , Hewett, 5118

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Elsie Ey



Philosophy Statement

We believe that healthy partnerships build trust, respect and value diversity, with mindfully planned environments and interactions that best support children's learning within child directed, play based experiences.

At Elsie Ey Children's

Centre

we value...
building positive
relationships
through respecting each
other,
working with honesty
and integrity
and a sense of humour!



Mission Statement

Together we will endeavour to nurture and respect all children by providing a safe, supportive and challenging learning environment that values individuality. We embrace diversity and support the vital role of families in a child's life journey; together we will seek to strengthen partnerships and build relationships.

Introduction

Welcome to our children's centre.

We hope your time with us will be enjoyable and rewarding.

Elsie Ey Children's Centre is located within the Hewett Primary School Campus. Enrolment processes, governance structure, leadership and funding is all independent of Hewett Primary School.

History of Elsie Ey Children's Centre

Our kindergarten commenced operation in 1947 in the Congregational Church Hall on the corner of Light Square and Cowan Street. The kindergarten was one of the first country centres to become affiliated with the Kindergarten Union and was known as the Gawler Free Kindergarten. Mrs. Dorothy Rusk was the first Director with an enrolment of 20 children.

From 1955 to July 2003 the kindergarten operated from 15 Murray Street in Gawler on land leased from the Town of Gawler. It was renamed 'The Elsie Ey Kindergarten' in 1955 in recognition of the work done by Mrs Ey, the kindergarten's first president. A Toy Library was established in 1975, in 1983 the kindergarten building was extended to house the Toy Library.

Over those 48 years Murray Street became increasingly busy. The traffic, noise, proximity to a service station, aging building and lack of parking facilities led the management committee to request relocation of the service in 1998.

In May 2001 \$1.2million was allocated by the State Government to relocate the Elsie Ey Kindergarten and Toy Library to the Hewett Primary School site. Construction commenced in late 2002 and the kindergarten and toy library relocated in July 2003. The new joint facility which housed the primary school administration area, kindergarten and toy library was opened by the Minister of Education and Children's Services in December 2003.

October 2005 saw the completion of a \$50,000 upgrade to the preschool facilities to accommodate the Inclusive Preschool Program.

In 2011, Elsie Ey Kindergarten became 'Elsie Ey Children's Centre for Early Childhood Development and Parenting.' A Community Development Co-ordinator was appointed to strengthen our links with community organisations to support strong beginnings for young children. The change to a Children's Centre has meant a greater focus on supporting families with children 0-5 years through the inclusion of an Occupational Therapist and a Speech Pathologist.

In late 2012 due to limited use the toy library was relocated to a more central location, Zion Church Office Building 22A Cowan St, Gawler.

Elsie Ey Children's Centre continues to grow and evolve with the community.

Staff

Director: Lawrina Osbourne

Teachers: Carolyn Randell
Bethany Hardi

Early Childhood Workers:
Cathy King
Trudy McConville

Inclusive Preschool Program
Teacher: Megan Noack /
Philippa Reimers

Early Childhood Worker: Wendy Bubner

Community Development Co-ordinator:
Fran Noack

Administration and Finance Clerk:
Sue Sutherland

Speech Pathologist: TBA

Occupational Therapist: Bradley Williams

Services provided

Preschool

All eligible children, for one year prior to school entry

- a maximum of 15 hours per week.

Early admission and extended enrolment

For children with special needs who would benefit from additional time at preschool.

Requires additional approval.

Access to specialist and support services

For example Speech Pathologists, Psychologists and Social Workers.

Child and Youth Health

Health checks for children prior to school entry.

Inclusive Preschool program

A program for children with significant additional needs and high support, five days per fortnight .

Sessions

Preschool

Sessional Kindergarten for eligible children, average 5 sessions per fortnight for 1 year prior to school entry.

There are 2 attendance patterns;

Monday/Tuesday alternate Wednesdays

9:00 a.m. - 3:00 p.m.

Thursday/Friday alternate Wednesdays

9:00 a.m. - 3:00 p.m.

Fees \$100 per term plus initial hat purchase of \$15

Fees are due at the beginning of each term. However, if it is more convenient, fees can be paid weekly, fortnightly, monthly or annually. Fees **MUST** be paid.

Inclusive preschool Program

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Monday/Tuesday alternate Wednesdays

9:00 a.m. - 3:00 p.m.

Thursday/Friday alternate Wednesdays

9:00 a.m. - 3:00 p.m.

Fees \$100 per term plus initial hat purchase of \$15

Fees are due at the beginning of each term. However, if it is more convenient, fees can be paid weekly, fortnightly, monthly or annually. Fees **MUST** be paid.

Kindy Hat

Kindy hat provided with name on top

Fees \$15.00 per hat

Pre-Entry

Pre-Entry is not funded by DECD and is only available where resources permit.

Currently we are unable to offer Pre-Entry.

Playgroup

For children from birth to 5 years accompanied by parent or care-provider.

Thursday morning 9.15am to 11.00am

(will be reviewed in 2017 depending on availability of space)

Emergency Care

The children's centre offers emergency care in special circumstances.

Community Programs

The Community Development Coordinator, Speech Pathologist and Occupational Therapist provide tailored programs according to community needs. These are delivered in a variety of ways to support family engagement.

Our Educational Philosophy & Belonging Being and Becoming, The Early Years Learning Framework for Australia

Our core business is to provide a stimulating and challenging quality educational program for all eligible children in an environment that is safe, nurturing and inclusive, and in which the key focus is the individual child. Our program is based on the philosophy that **PLAY** is the medium through which young children learn.

Play is the context for learning that:

- ◆ **allows for the expression of personality and uniqueness**
- ◆ **enhances dispositions such as curiosity and creativity**
- ◆ **enables children to make connections between prior experiences and new learning**
- ◆ **assists children to develop relationships and concepts**
- ◆ **stimulates a sense of wellbeing**

(Belonging, Being and Becoming 2009 pg9)

Play is active and interactive, and within it children develop relationships, experiment, imagine, create, practise, problem-solve, escape, role-play and scaffold with others in their exploration of new and familiar things around them. In this phase there is significant growth in children's imaginative thought, showing an increasing interest in fantasy and pretend play. The social dimension of dramatic play becomes evident with children developing props and scripts for their play and taking on diverse roles in a climate that supports flexibility and inventiveness.

At Elsie Ey we implement Belonging, Being and Becoming, the Early Years Learning Framework (EYLF) for Australia. Belonging, Being and Becoming encompasses 3 integral elements. Firstly the Principles embedded within quality early childhood education, secondly the Practice which supports and reflects a quality educational environment and thirdly the Learning Outcomes which identify key areas of learning and development for all children 0-5 years. There are 5 Learning Outcomes identified within Belonging, Being and Becoming.

The Principles underpinning Belonging, Being and Becoming

- ◇ Secure, respectful and reciprocal relationships
- ◇ Partnerships with families
- ◇ High expectations and equity
- ◇ Respect for diversity
- ◇ Ongoing learning and reflective practice

The Practice underpinning Belonging, Being and Becoming

- ◇ Holistic approaches
- ◇ Responsiveness to children
- ◇ Learning through play
- ◇ Intentional teaching
- ◇ Learning Environments
- ◇ Cultural competence
- ◇ Continuity of learning and transitions
- ◇ Assessment for learning

Summative Reports & Learning Outcomes

Throughout your child's year with us you will receive termly communication about your child's time at pre-school. This communication will take the form of either written reports or parent conversations. In your child's final term, you will receive a Summative Report, which, with your permission, will be forwarded to your child's school. The reports will refer to your child's dispositions for life long learning, their areas of focus, and their individual interest.

Below is a description of the learning outcomes identified within the EYLF.

Learning Outcome 1: Children have a strong sense of identity

This outcome is evidenced through children demonstrating the following indicators

- a. Children feel safe, secure and supported
- b. Children develop their emerging autonomy, interdependence, resilience and sense of agency
- c. Children develop knowledgeable and confident self identities
- d. Children learn to interact in relation to others with care, empathy and respect

Learning Outcome 2: Children are connected with and contribute to their world

This outcome is evidenced through children demonstrating the following indicators

- a. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- b. Children respond to diversity with respect
- c. Children become aware of fairness
- d. Children become socially responsible and show respect for the environment

Learning Outcome 3: Children have a strong sense of wellbeing

This outcome is evidenced through children demonstrating the following indicators

- a. Children become strong in their social and emotional wellbeing
- b. Children take increasing responsibility for their own health and physical wellbeing

Learning Outcome 4: Children are confident and involved learners

This outcome is evidenced through children demonstrating the following indicators

- a. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- b. Children develop a range of thinking skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- c. Children transfer and adapt what they have learned from one context to another
- d. Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Learning Outcome 5: Children are effective communicators

This outcome is evidenced through children demonstrating the following indicators

- a. Children interact verbally and non-verbally with others for a range of purposes
- b. Children engage with a range of texts and gain meaning from these texts
- c. Children express ideas and make meaning using a range of media
- d. Children begin to understand how symbols and pattern systems works
- e. Children use information and communication technologies to access information, investigate ideas and represent their thinking

Communication with Parents

This is done in a variety of ways:-

- Newsletters are printed regularly and contain information about the curriculum as well as general information about the children's centre and Governing Council.
- Newsletters and notices are distributed by means of each child's pigeon hole just inside the main entrance.
- Notices are placed on the Community Notice board by the reception area.
- Informal conversations with the Staff.
- Children's work samples.
- Floor books, these are A3 spiral bound books where staff and children record inquiry based projects and learning experiences.
- Progress reports are undertaken each term and reported to families in a variety of ways including written reports and formal conversations.
- Learning experiences and current investigations are displayed throughout the children's centre for families to share and discuss with children and staff.
- Families can make appointments at anytime to discuss their child's learning or any other matters they wish to discuss.

What your child needs at Kindergarten

Please remember to regularly check the Lost Property area.

- Comfortable play clothes which are **NAMED** for easy identification. (please send your child in clothes that can get dirty)
- **Sensible Footwear** - sandals in summer are preferable to thongs. (this makes climbing etc easier)
- **A healthy snack** - this may be fruit, vegetables, cheese, sandwiches etc.
- Please **do not send nut products, sweet biscuits, cakes, lollies**, etc. Please **name** your **child's lunch box** on the **outside** for **easy identification**.
- **Spare pair of clothes**; due to the messy nature of our work at kindy—children might get wet and dirty.
- **A Kindy bag** to transport food, spare clothes, kindy work, etc. Please **name your child's bag** on the **outside** for **easy identification**.
- **A Water Bottle** with **water**, you has access to filtered drinking water at all times to refill their drink bottles Please ensure **drink bottles are clearly labelled**.
- We would prefer children **NOT to bring toys** from home as they may cause conflict between children or become lost or broken.
- Spare **pair of gum boots** in the winter time (they can stay in your child's locker)

Please ensure **all items** are **clearly labelled**—we have lots of items that get left at kindy without names!

Behaviour Management

At Elsie Ey Children's Centre we apply the following principles to support all of the children within our setting.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported in this in order to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valuable and respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistency in expectations and opportunities for challenge.
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team we promote positive behaviour and respectful interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using restorative practices that support children to sympathise and develop the ability to empathise with others and repair friendships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning
- Assessing individual children's learning and development, and actively reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required

Changing Children

We recognise that all children are individuals, developing and gaining skills at their own pace.

Consequently some children may not be able to access our toilets successfully or independently when they first commence attending .

There may be times when children get wet whilst engaging in water play/paint /sand play activities at kindy and need to be changed.

In the event that a child needs to be changed while at kindy

- The child will be taken to semi private area of the bathroom where spare clothes are stored in view of other staff ie in toilet cubicle with door open
- Staff will encourage child to remove own clothing, offering verbal instructions and assistance as required, wearing gloves
- Provide wipes/toilet paper to child to clean self if necessary
- Place wet/soiled clothing in bag and seal
- Provide dry clothes (own clothes if sent by parent) and encourage child to dress self, offering verbal instructions and assistance as required.
- Both staff and child will wash hands.

If a child is wetting regularly or needs a greater amount of assistance a **Toileting Plan** or **Continence Plan** (if the child is still in nappies) will be devised with the family and a health professional. These plans will outline in more detail exactly what personal care functions preschool staff will perform and how frequently.

Parents of children with a continence plan will need to supply nappies, wipes and spare clothes which can be sent daily or stored for the child at kindy.

Helping Children Settle

Every child reacts differently to new situations. You can help your child settle into preschool by,

- Planning with your child how you will say goodbye.
- Establishing a routine for leaving your child, such as arrive at preschool, encourage your child to put his/her bag away, post their name, greet a teacher, do a puzzle or read a story, then say goodbye and leave.
- Using the same routine daily allows your child to know when you will be leaving, making the separation easier to accept.
- If problems emerge talk to the preschool staff

If a child has difficulty separating from their parent or carer the following strategies will be employed to ensure positive, caring and respectful relationships are developed and maintained

- A staff member will be available as the parent/carer prepares to say goodbye. It is important to say goodbye, and we understand that this can be difficult.
- Staff will calmly talk to the child, offer comfort, a quiet place to go to together, offer a special story, toy or experience, or other diversion or distraction tactic to help the child calm
- The staff member will remain with the child until they calm down, stop crying and are ready to join other activities, many children settle after a few minutes
- Staff will ask the child if it is OK to hold their hand, sit on the adults lap or have a hug to help them settle
- We will only physically restrain or lift and carry a child once other strategies have been tried or if the child's or other children's safety is at risk
- Staff will ring parents to let them know how their child has settled.

Snack Time

At Elsie Ey Children's Centre, children are able to access their morning and afternoon snacks as they require. This allows them to develop and understanding of their own bodies requirements for food and water intake.

Snack is an opportunity for children develop healthy eating habits and learn the skills needed to look after their belonging.

We encourage families to plan with their child which healthy snacks they would like to pack each day.

Please refer to your personalised calendar which may provide some inspiration for healthy food options.

Fresh or dried fruit, cheese or vegetables are suitable foods to bring to kindy for snack time. Nude food is best, that is food that does come in additional packaging and therefore also has less impact upon our environment.

Please DO NOT send nut products, especially peanut paste or nutella sandwiches as they contain nuts and these may cause serve allergic reactions in some children.

Hats

At Elsie Ey Children's Centre we have a sun smart policy.

The main features of this policy are:

- Children, Staff and parents will be expected to wear a **bucket style hat** whenever they are involved in outside experiences.
- Upon commencement of kindy each child will receive, a **NAMED BUCKET STYLE HAT** to be kept at the centre, at a cost of \$15 per hat.
- Children and adults not wearing a hat will be asked to move indoors
- Children and adults will be encouraged to wear shirts with collars and sleeves, and longer style shorts or skirts
- All hats will be named on the outside with fabric paint and will be kept at kindy and laundered regularly by families supporting kindy.
- The hats will be a great keepsake when your child finishes kindy.

Specialist Services

Specialised services are available to parents and children through DECD (Department for Education and Child Development), for example, Speech Therapists, Psychologists, and Social Workers. Please advise the Director of any concerns you may have relating to your child's development or family circumstances.

Arriving and Departing

When arriving with your child at Kindy, please escort your child INSIDE the building and ensure that your child has been signed in, and greeted by a staff member.

When collecting your child, please try to be on time so that your child does not worry. In the interests of safety, be sure that a Staff member knows that you are taking your child. If you need to collect your child early please arrange this with staff and record it in the dairy on the kitchen bench. Your support with this matter is greatly appreciated.

Health and Safety

Contagious Illnesses

Please notify Staff immediately if your doctor recommends advising us of your child's illness.

Medical Information

Please keep the Staff informed of any change in your child's medical history, eg., allergies; bee stings, food allergies, asthma, recurring ear infections, etc.

Medication

If your child requires regular medicine to be administered at Kindy, a particular form needs to be co-signed by a Medical Practitioner and parent/care-provider. The medication also needs to be provide in measured doses. There are clear DECD guidelines available online to support medical practitioners and families who require medication plans.

Smoking

The grounds and building are a smoke free zone.

Occupational Health, Safety & Welfare Act

The Centre is governed by the Occupational Health, Safety and Welfare Act. We require that any person working (voluntarily or otherwise) at the Centre needs to work in a safe and responsible manner. A copy of this Act is available online. All visitors are required to sign in on arrival , wear a name badge , and sign out when departing.

Parent Participation at the Centre

Parents, grandparents and friends are always welcome at the Centre. Special ways in which you may assist include:

- Membership of the Governing Council
- Assisting with fund raising events
- Participating in kindergarten activities, eg. cooking, reading stories, gardening with the children, playing a musical instrument
- Weekly washing
- End of term cleaning, chairs, tables, shed, etc.

Collection of Children

In general children are brought to and collected from Kindy by parents or their regular care-provider. However, if this is not the case, please notify Staff of the alternative arrangements. We require your authority for other adults to pick your child up from kindy, please ensure you update emergency contact details as required. If a change to routine is going to occur we appreciate you recording this change in the dairy on the kitchen bench to ensure all staff are aware and can support your child if required.

Children must not be taken from the Centre by any person without first informing Staff.

If a child is left at kindy beyond the conclusion of the preschool session, staff will make every effort to contact parents and alternative contacts listed on the enrolment form. The child will remain in the care of the teacher on duty while contact attempts are being made, after which the child will be dropped off at the Gawler police station and contact details will be provided to the police.

In unusual circumstances, please make every effort to make arrangements for your child to be collected and contact the staff at kindy.

Absences from Kindergarten

If your child is absent from kindergarten due to illness, vacation, etc., please inform Staff.

Parking

Please park in the western or southern carpark at the site or the carpark behind the school Gym. Do not park on the area between the carpark and the entrance gates, this is an emergency access area.

Parking is not permitted behind the kindy.

Head Lice

We recommend that all parents inspect their child's hair at least weekly and treat immediately if lice or nits (eggs) are detected. It is important to repeat the treatment after 7-10 days and check all family members hair daily during an outbreak. To assist us to control an outbreak it is important that parents inform us when head lice are detected and treated, this can be done discreetly at kindy or even by phone.

If staff suspect that a child has head lice, parents will be informed via telephone or discreetly in person and the child can return to kindy after appropriate treatment.

Child Care

The staff from Stepping Stone Hewett Child Care Centre regularly bring children to kindy and Elsie Ey kindy staff return children to Stepping Stone at the end of the day. If you require staff to walk your child back to Stepping Stone a consent form needs to be completed and signed by an authorised parent or carer.

School Information

It is important to enrol your child at school as soon as you have decided on your preferred school. Some DECD schools have zones which determine who can enrol at their site, this is dependant upon residential addresses.

Attendance at Elsie Ey Children's Centre does not guarantee acceptance at Hewett Primary School.

Listed below are the local primary school options.

Evanston Gardens Primary School

71 Angle Vale Road,
EVANSTON GARDENS. S.A. 5117
Ph. 85222082

Freeling Primary School

Coulls Street,
FREELING SA 5372
Ph 8525 2045

Gawler Primary School

School Road,
GAWLER. S.A. 5118
Ph. 85222988

Gawler East Primary School

Finch Road,
GAWLER EAST. S.A. 5118
Ph. 85222688

Gawler Immanuel Lutheran School

11 Lyndoch Road,
GAWLER. S.A. 5118
Ph. 85225740

Gawler and Districts B-12 College

Barnet Rd,
EVANSTON SA 5116
Ph. 85222622

Hewett Primary School

Kingfisher Drive,
HEWETT. S.A. 5118
Ph. 85221486

Lyndoch Primary School

Margaret Street,
LYNDOCH. S.A. 5351
Ph. 85244172

Roseworthy Primary School

Gartrel Street,
ROSEWORTHY. S.A. 5371
Ph.85248032

Sandy Creek Primary School

Davis Road,
COCKATOO VALLEY. S.A. 5351
Ph. 85244164

St. Brigids School

Para Road,
EVANSTON. S.A. 5117
Ph. 85222842

St. Jakobi Lutheran School

Lyndoch Valley Road
LYNDOCH S.A. 5351
Ph. 85244137

Trinity College

Alexander Avenue,
EVANSTON SOUTH. S.A. 5117
Ph. 85220666

Two Wells Primary School

Gawler Road,
TWO WELLS S.A. 5501
Ph. 85202277

Williamstown Primary School

Government Road ,
WILLIAMSTOWN. S.A. 5351
Ph. 85246289

Wasleys Primary School

Annie Tce
WASLEYS. S.A. 5400
Ph. 85254073