PRESCHOOL CONTEXT STATEMENT Updated: January 2014

Centre number: 3674
Centre name: Reynella Kindergarten

1. General information

Centre name : Reynella Kindergarten
Centre number : 3674
Preschool Director : Catherine Holdcroft
Postal address : 4 Humble Street, Reynella. South Australia 5161
Location address : corner Thames Drive and Humble Street
Telephone number : (08) 8381 2086
Fax number : (08) 8322 8753
e-mail address: dl.3674_leaders@schools.sa.edu.au
Web address: www.reynellakgn.sa.edu.au
DECS District : Southern Adelaide Region
Geographical location – 26 kms south of Adelaide GPO, 8 km north of Noarlunga Centre
Enrolment/Attendance : 15 children in Term 1, 2014
Co-located/stand-alone : Stand alone
Opening hours :
Term 1 and 2: Tuesdays 9am – 3pm; Wednesdays 9am – 3pm
Term 3 and 4: Tuesdays 9am – 3pm; Wednesdays 9am – 3pm; Thursdays 9am –3pm

Programs operating:
Pre Entry Available in Term 4, 2014. 9 weekly visits, Thursdays, 9am – 11.30am, integrated with the general preschool session. This program is not Government funded and will be offered as a service to families where space allows and at the discretion of the Director. Parents do not generally attend.

Early Entry: as necessary and as negotiated with the Director for children who will clearly benefit from extra time at Kindergarten.

Sessional Kindergarten for eligible children: Full-time kindergarten sessions for children who are 4 years of age on or before April 30 2014. Session times as above

Occasional Care: Low-cost care provided for 3 ½ year olds who are toilet trained. Occasional Care children integrate with Kindergarten children during preschool session. This service is not Government funded and children can be booked in where space allows and at discretion of the Director.

Extended Care: Early drop-off or late pick-up, as negotiated with the Director at a cost to families.

Full Day Program: Full Day Program includes lunch time at no extra cost. Families must provide children with a nutritious lunch. Two full days are offered in Terms 1 and 2. Three full days are offered in Terms 3 and 4.

Playgroup: 2 types of Playgroup run at our Kindergarten, Parents need to supervise their child/children at each of the following:

: General Playgroup; Mondays, 9.30 – 11.30am. This playgroup program, for babies to 5 year olds, is run by volunteer parents and staff are not present.

: 3 ½ year old Playgroup; children attend during the Kindy session with a caregiver. This is a good way for your child to become familiar with the environment and program, with a parent or family member present. This service is not Government funded and children can be booked in where space allows and at discretion of the Director.

Bilingual Support

: Available for children who have English as a Second Language and need support to access programs.

Family Day Care playgroup

: Monthly for providers and children.

Preschool Support

: Available to children requiring support and early assistance to access programs due to developmental delays including physical, cognitive speech, language or behaviour.

Transitions: transitions to each program/service is flexible depending on children’s needs.

Locally managed. Parent body forms the Governing Council and meet twice per term with staff.
2. Key Centre Policies

Centre Priorities

Promoting a strong sense of belonging for each child and adult; celebration of successes.
Improve Wellbeing, Literacy and Numeracy outcomes for children.
Focus on maintaining Active Learning Environments to optimise children’s engagement and learning.
Maximise parental involvement in the program.

Adherance to National Quality Standard.

The centre has its own policies that follow DECD and National standard policy and procedure. The green policy book is available at the front door. Governing Council review and endorse policies annually or more frequently if required.

3. Curriculum

Framework used: National Early Years Learning framework (EYLF), also referred to as “Belonging, Being, Becoming”. We use this framework as our guide when setting up the centre, preparing the educational program for children and creating space for children’s ideas. We report to this when we create the children’s individual learning portfolios, showing their progress and development during the year using photo’s and learning stories to “capture the moment” of their learning, celebrating their successes.

Core Values: We are committed to providing high quality, accessible, inclusive, play-based learning programs and environment for eligible preschool children and their families, where the individual child is nurtured and which promote the development of life skills and competencies. We care for ourselves, each other and the earth. We appreciate the input of families and forge strong links with our community.

Specific curriculum approaches: The staff, in partnership with parents, are committed to providing a quality preschool program to all eligible children. We wish to promote children’s sense of wonder, (desire to find out “Why?”), ability to feel good (‘wellbeing’), development of literacy (eg rhyme, syllables and letter/word sounds through oral and written language) and numeracy (eg patterns, number and spatial understanding). Increasing access to the outdoor environment and development of learning opportunities around sustainability are strengths of the program.

Assessment and Reporting procedures: We report on children’s learning using the national EYLF framework; collation of ‘floorbook’ records and individual learning portfolios using learning stories to capture examples of children’s learning; and preparation of a final summative report in the last term of Kindergarten using the EYLF curriculum. Educators focus on the individual child and their needs.

4. Centre Based Staff

Our staff are warm, enthusiastic and committed to Early childhood Education and our families.
Staff Profile:

Director – Catherine Holdcroft, Bachelor of Education; Bachelor of Arts (Communications) – 0.6 fraction of time, FTE.

Early Childhood Worker – Martyne Hamilton, Certificate 3 Children’s Services, Diploma of Early Childhood (current) – 0.6 fraction of time, FTE.

Preschool Support – Leanne Worrall, Certificate 3 Children’s Services (current).

Access to special support staff: DECD processes of referral. Other non-departmental childhood agencies used as necessary to support children with special needs.

Other: parent volunteers, contract cleaner, gardener and Finance Officer.

5. Centre Facilities

Buildings and grounds: Built in 1975 by the Department of Education, the brick structure provides an open plan indoor learning environment with full kitchen, store rooms and an office. The large, leafy outdoors and covered verandah offers children a wide choice of activities including climbing, a large sandpit, swings and a flat grassed area. The sloped part of the garden adds appeal and the community’s growing interest in sustainability provides learning opportunities to care for plants and animals in and around our vegetable gardens. We are committed to continuous improvement and have recently repainted, re roofed and re fenced our premises. Our families have helped rebuild new retaining walls and garden beds to ensure children’s safety and enjoyment within their learning area.

Capacity (per session) : 30 children.

Centre Ownership: Department of Education and Child Development.

Access for children and staff with disabilities: Gate and door placement requires some maneuvering of wheelchairs; safety gates for secure external access.

1 adult and 2 children’s toilets. No disabled toilet, shower, bath or changing facilities.

Outdoor environment provides ramps and some paved paths to allow some access to children in wheelchairs or with limited mobility.

Other:

15 hours of Preschool access for children. The flexible model being introduced in 2014 allows our site to offer 2 full days for terms 1 and 2, and 3 full days for terms 3 and 4. Community consultation showed full support for this model.

7. Further Comments
Partnership/incorporation arrangements with other groups

Year 6/7 Reynella Primary School students visit each term

Reynella Sth Primary Kindergarten children have reciprocal visits with us each term.

Connections with Onkaparinga City Council, Coles Junior Landcare, OPAL (Obesity Prevention and Lifestyle), local MP Amanda Rishworth, NRMB (Natural Resource Management Board) & local businesses.

Centre and Governing Council has emphasis on sustainability. The Governing Council is looking at using sky lights and solar panels to reduce the centre’s carbon footprint in 2014. These will provide further learning opportunities for children and staff in 2014.