

Epping North Pre-School Quality Improvement Plan 2024



Service details

Service name: Epping North Pre-School		Service approval number SE-00003924	
Primary contacts at service			
Kristin Dadd - Director			
Physical location of service		Physical location contact details	
Street	378 Findon Road	Telephone	03 9408 8000
Suburb	Epping	Mobile	0499 022 362
State/territory	Victoria	Fax	n/a
Postcode	3076	Email	eppingnorthps@bigpond.com
Approved Provider Epping North Pre-School Inc.		Nominated Supervisor	
Primary contact	Kathy Klaromenos (president)	Name	Kristin Dadd
Telephone		Telephone	03 9408 8000
Mobile	0422 184 375	Mobile	0409 521 581
Fax	n/a	Fax	n/a
Email	kathk87@gmail.com	Email	eppingnorthps@bigpond.com
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for educators.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08:30	08:30	08:30	08:30	08:30		
Closing time	13:30	13:30	16:00	13:30	16:00		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

Epping North Pre-School is a committee-managed preschool.

- The Epping North Pre-school employs five long-serving educators.
 - Kristin Dadd is the Director, Educational Leader and educator of Blue Group and Green Group on Wednesdays and Fridays. Kristin is the only full-time educator.
 - Marisa Scerri teaches Green Group on Wednesdays and Fridays, Blue Group on Thursdays.
 - Angela Liparota is a co-educator and works with Blue Group and Green Group on Wednesdays.
 - Kirsty Woods is a co-educator and works with Green Group on Wednesdays and Fridays, Blue group on Mondays.
 - Dani DÁrro is a co-educator and works with Green Group on Wednesdays and Fridays, Blue group on Tuesdays.
- Parking is available for families and educators in the car park off Longwood Drive (corner of Findon Rd). There is also off-street parking in Longwood Drive and Findon Road.
- Epping North Pre-school operates according to the Victorian School timetable.
- Pupil free days are available for educators to attend professional development once a year, and for cleaning or preparation.

How are the children grouped at your service?

- Two funded mixed three and four-year-old groups with a maximum of 26 children in each.

Blue Group: Monday, Tuesday and Thursday 8.30am-1.30pm

Green Group: Wednesday and Friday 8.30am-4pm.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan: Kristin Dadd, Certified Supervisor/Director.

Service statement of philosophy

"Always remember that you are absolutely unique.
Just like everyone else."
~Margaret Mead

We use a mindfulness approach at Epping North Pre-school to create a caring, nurturing atmosphere where everyone is valued for being unique. We recognise the rich Indigenous heritage of this country and acknowledge the Wurundjeri Willum Clan and the Gunung-Willam-Ballak people as the traditional owners of the land on which Epping North Pre-school is located. Our motto: "Connect.... Create....Celebrate...." reflects our values and pedagogy. Relationships are fostered and constantly built upon with every person linked to our pre-school. This **connection** begins with each child and links into their extended family, friends and the wider community. We believe that the more links we join, the stronger the **connections** become and the more successful we become at creating the best educational program for each child.

We **create** open-ended play experiences using natural materials. Caring for our planet and growing knowledge about sustainability and our Indigenous heritage is the basis of all planned experiences. Shared learning experiences provide a sense of belonging and allow children to be mentors and role models for others. The physical environment is carefully planned to **create** peacefulness and children's agency. We believe that children need to be exposed to Literacy, Numeracy, Science and Environmental learning through play. Children's independence and interests are always promoted.

We believe that **celebrating** success is linked to wellbeing, and we share achievements with children, families, and the community throughout every day. Educators take time to present children's achievements in meaningful ways and **create** opportunities for families and the community to share in every child's learning. We love that everyone is unique and **celebrate** individual talents, cultures, and ways of being with our pre-school community.

"It must not be forgotten that the basic law of children's creativity lies not in its results, not in the product of creation, but in the process itself. It is not important what children create, but that they do create, that they exercise and implement their creative imagination."
~ Vygotsky

Reviewed February 2024

Quality Area 2: Children's Health and safety

Summary of strengths for Quality Area 2

Strengths

- Areas for rest and relaxation are available daily.
- Illness and injury management and hygiene practices are displayed and practised.
- All children are supported to participate in active, physical activity which is embedded in the indoor and outdoor program.
- All educators participate in emergency procedures and practices and know their responsibilities. Families are involved in the practices and are encouraged to share their reflections.
- The indoor and outdoor spaces are always created to provide maximum supervision and "considered risks" are planned to challenge children.
- All educators are trained in First Aid, Anaphylaxis and Emergency Asthma Management.
- Extended family members enjoy being actively involved in learning about children's health and safety and are included in events at the Pre-school, such as our Garden Fun days, Community Market stall and Community Fun Days;
- Child safe practices are embedded within the program.
- Healthy lifestyle choices are practised daily in the program.

Key improvements sought for Quality Area 2

Improvement Plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
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Quality Area 3: Physical Environment

Summary of strengths for Quality Area 3

Strengths	<ul style="list-style-type: none"> ▪ Whittlesea council responds quickly to any repairs linked to the building and plans future upgrades annually. ▪ Environmentally friendly practices guide and support our program. There is strong extended family involvement in quarterly garden fun days which ensures the upkeep of the outdoor yard, and areas of attention are carefully chosen and addressed. ▪ Rooms and resources from other parts of the activity centre are used in ways to suit the families attending each year. This includes using other rooms within the activity centre when vacant. Educators critically reflect on which areas of the activity centre would best suit the program, and support opportunities to engage with families and the broader community. ▪ Relationships with other group users of the activity centre are fostered and links have been developed with the Macedonian Senior Citizens, playgroup and dance classes. ▪ Community walks foster opportunities for indoor/outdoor play, and exploring the environment of the local community and its many natural elements and opportunities for intentional teaching. ▪ Links to “Peppermint Ridge Farm” have been established. Our connections with Julie, the owner, provides opportunities to obtain bush tucker plants and signage for our Indigenous garden area and intentionally teach about these wonderful plants through caring, cooking and sharing our fresh produce with the community.
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Key improvements sought for Quality Area 3

Improvement plan

Standard/ element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes:
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Quality Area 6: Collaborative relationships with families and communities

Summary of strengths for Quality Area 6

Strengths	<ul style="list-style-type: none"> We have excellent collaborative relationships with families and community organisations. Parents are involved in planning for their child from the start of the year and this continues throughout the year with multiple opportunities for parents and extended family to share in the decision making. Our committee managed centre is an indication of the high level of parent and family involvement. Relationships with families and community members are integral to our centre; Epping North Pre-school fosters strong community involvement. A strong link has been forged with many groups outside of the preschool-Peppermint Ridge farm, The Harvest Store, Jacaranda Pre-school, St Francis of Assisi, Mill Park Secondary College, Meadow glen Primary, Allied Health Services, and Other Hall Users- Macedonian group, Playgroup, etc- this is expanding every year. Educators provide relevant resources to families and critically reflect on the most valuable information to target the individual needs of families. Educators have critically reflected that our Indigenous, bush tucker garden is a resource that offers valuable opportunities to connect with our cohort and local community ; it offers produce that is healthy and linked to our Indigenous families and heritage; provides opportunities for caring for our planet; provides a supply of plants that can be cooked and enjoyed with our cohort and local community; allows opportunities to actively involve our cohort in murals and art displays to enhance this area; and allows us to Intentionally teach about Bush tucker. Garden Fun Days linked with a Community Market stall will provide a time for each educator to share some of their Interests” and personal plans with our families and the local community.
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Quality Area 6 : Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes:
Collaborative Partnerships with Families and Communities 6.1.3	1~Many children in our cohort do not have access to children's books at home and do not attend a library. ~Many children in our cohort begin preschool with no or little English. ~Many children need to be referred to	To increase our cohort's ownership of books; access to books that are home-language based, and items that promote engagement in literacy practices and connect families to our program.	HIGH	Dolly Parton Library Bi-lingual Pre-school Library	Every child to receive up to 3 books in their mailbox during 2024 that they can keep. Every child to receive a library book and where possible to be bilingual in their home-language or linked to Indigenous practices.	Dec 2024 Dec 2024	Feb:

	<p>speech therapy.</p> <p>~2023 identified a strong interest in parent's wanting to learn more about child development and school readiness.</p> <p>~Items that travel between home and preschool encourage children to attend more frequently and connect families to our program in meaningful ways.</p> <p>~Educators recognise the importance and value in educating our cohort about Indigenous practices and knowledge linked to land and the environment, and in child development and school readiness.</p>	<p>To provide Language / literacy focus groups that allow families to bring their children to an activity-based learning group ADDITIONAL to 15 hours of pre-school that will guide families in ways to develop language skills at home.</p> <p>Shared books made with our preschool children which can be shared with families and returned to preschool.</p> <p>To provide opportunities for our cohort to connect with country and Indigenous culture; To educate children throughout our program of Indigenous knowledge linked to the land and environment.</p> <p>To use bush tucker in our program.</p> <p>To use Indigenous language in our program.</p>	<p>HIGH</p>	<p>Focus groups with Allied Health workers on: SPEECH DEVELOPMENT and LITERACY / School Readiness</p> <p>Whole group constructed books to share travelling between preschool to home.</p> <p>Wominjeka to Kinder will be a daily practice, embedded in our program. It will be a springboard for continuous learning and draw on ideas from our previous Wayapa Wuurk workshops in 2022-23</p> <p>Wominjeka Cooking</p> <p>Wominjeka / Games/ Songs/ Look & listen / Indigenous language</p>	<p>A focus group will be held with a Speech Therapist on SPEECH DEVELOPMENT and one on LITERACY.</p> <p>A focus group will be held on SCHOOL READINESS.</p> <p>At least three books will be created throughout 2024 in each preschool group – using children's agency-to share with their families and return to preschool so that all children can enjoy this community experience.</p> <p>Bush Tucker plants to be used in our Wominjeka to Kinder.</p> <p>Daily Wominjeka practise Bush Tucker Cooking Bush tucker to be used within our play experiences so that it is referenced and valued.</p> <p>Indigenous words to be used when relevant.</p>	<p>Dec 2024</p> <p>Dec 2024</p> <p>Term one onwards</p> <p>Feb on... Each term</p>	
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	<p>~Educators have identified that many children are arriving at preschool without eating. ~Many Families report that their children do not eat fruit or vegetables and would like our help and support to encourage this practice. ~Active involvement in preparing food supports children to try what they have prepared. ~Active involvement in preparing fruit and vegetables provides many great individual learning opportunities.</p> <p>~Educators recognise the importance and value in educating our cohort about Child safe practices.</p>	<p>To provide on-going opportunities for our cohort to receive advice and guidance on their child's development and school readiness.</p> <p>To provide fruit and vegetables early in our session for all in attendance to share throughout the year, as a daily practice. To engage children in the preparation of fruit and vegetables in fun and interesting ways. To help children to learn the names and to describe healthy foods.</p> <p>To provide a formal learning situation linked to empowering children about ways to empower their safety.</p>	HIGH	<p>Parent / Teacher interviews Teacher / Teacher Discussion group on school readiness</p> <p>Breakfast Club</p> <p>Kid's ROAR program for each group of children</p>	<p>Parent / Teacher interviews by the end of term 1 Parent / Teacher Interviews early term 3. Parent / Teacher discussion group on school readiness by term 4.</p> <p>Preparing fruits and vegetables for snack time as a daily practice.</p> <p>Initiating Kid's ROAR to visit and scaffolding on the learning opportunities presented with our cohort.</p>	<p>End of term 1 Mid term 3 Term 4</p> <p>Throughout every term.</p> <p>By end of 2024.</p>	

