

St Marys OSHC

Service Provider Number: SE: 40004492

Primary Contact at Service: Rebecca Scarr

Physical Service Information:

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Approved Provider: Northern Children's Network

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Nominated Supervisor: Angela Kinnersly

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Educational Leader: Rebecca Scarr

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Operating Hours

Monday - Friday

15.00 - 17.30

Additional Information:

The St Mary's OSHC service is located within the St Mary's District School located on Gray Road St Mary's

There is a large car park and wheel chair access into the service

Service will be closed public holidays

The service will cater for up to 24 children

Centre Philosophy

Rationale

St Marys Outside School Hours Care recognises the importance of a statement of beliefs as required by the National Quality Framework, My Time Our Place to guide and develop our practice. St Marys Outside School Hours Care educators and management have developed this philosophy in conjunction with current stakeholders, reflecting key documents including; Early Childhood Australia Code of Ethics, My Time Our Place OSHC Framework, Australian Early Years Learning Framework, the Northern Children's Network Vision Statement and guidelines of Australia's Children's Education and Care Quality Authority.

Philosophy Statement

This philosophy represents our belief in the importance for school age children and educators to work closely together to collaborate with each to provide play and leisure opportunities that are meaningful to the children.

Our OSHC service believes in children making choices and having control over their learning, leisure and play as they collaborate with educators to extend their life learning skills and develop dispositions towards citizenship

Our OSHC setting pays attention to the needs of individual children and their interests that promote collaboration and active citizenship.

We will regularly review the philosophy against new research, learning frameworks and family and community needs, which will support our goal for continuous quality improvement.

Practice at our service will use a play and leisure based curriculum that respects children as active and creative participants, connected to the world around them. This will be achieved through educational experiences that support relationships, teaching and learning.

Philosophy Practices and Strategies

We believe that children have the right to:

- Play in an enjoyable and engaging environment where they can make decisions and choices.
- Be respected for their unique qualities and abilities
- Participate in an environment that develops, challenges skills, knowledge and enables each child to progress at their own rate of learning

We will encourage children:

- To develop positive and caring relationships with educators, other children and their community
- To develop independence and value their personal achievements
- To have an awareness and understanding of equal opportunity, social justice and cultural diversity
- To actively explore and respect the natural environment
- To be effective communicators

Policy and Procedure Links

This philosophy statement is fundamental to all policies and should be used to guide all aspects of the service and its delivery of quality child care.

Sources

- Australian Children's Education and Care Authority (ACECQA) (2011) Guide to the National Quality Standard
 - Outside School Hours Care National Frame Work “ My Time Our Place”
 - Department of Education, Employment and Workplace Relations (DEEWR) (2009) Belonging, Being and Becoming The Early Years Learning Framework for Australia
 - Early Childhood Australia (2011) EYLF PLP E-newsletter No 15 Our Philosophy E-newsletter No 28 Revising the service philosophy www.earlychildhoodaustralia.org.au/eyleplp accessed 2012
 - Bridie Raban, Kay Margetts, Amelia Church, Jan Deans (2010) The Early Years Learning Framework in Practice Teaching Solutions
 - Authur, L., Beecher, B., Death, E., Docket, S. & Farmer, S.(2005) Programming and planning in early childhood settings. Thomson, Melbourne.
 - Early Childhood Australia (1990). Code of Ethics. Early Childhood Australia Watson ACT.
 - NCAC (2005) Quality Practices Guide. National Childcare Accreditation Council, Surrey Hills.
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Quality Area 1

Strengths:

All programs are based on the children’s interests and once a program is in place Educators will source information and materials to extend the children’s knowledge, ideas and engagement.

Goals

- Use program formats
- Encourage the children to regularly fill in their personal profile books
- Encourage all Educators to know and understand the program

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Issue Identified: Assessment and planning cycles

Element: 1.3.1

Outcome: To be able to show full assessment and planning cycles

Priority: High

Strategies:

Ensure when the programs are being run that time is allocated to an Educator to complete the assessment and planning cycle.

Success Measure: When a full cycle can clearly been seen and understood

By When: ASAP 2019

Progress Notes:

Issue Identified: Lack of recorded critical reflection

Element: 1.3.2

Outcome: To see critical reflection on all programs and the children's personal profile books

Priority: High

Strategies:

Sit with the children of an afternoon once a week and talk about what the program is about and talk about previous programs and what they remember about them and how they felt.

Success Measure: When you see Educators reflections on work and the children's reflections

By When: ASAP 2019

Progress Notes:

Quality Area 2

Strengths:

St Marys After School Care prides it's self in offering children an environment that offers space for rest, comfort and play. The children have access to blankets and cushions and a quiet space within the service to get away from the hustle and bustle.

The menu for the week consists of healthy options and the likes and dislikes of each child. We also incorporate at least one day a week - Wednesday - where it is a cooking and/or hot food day, the children call this 'Winter Wednesday' The food or option for Winter Wednesday is discussed as a group and is chosen by the group the day before or a week before so the ingredients can be brought.

Educators are up to date with their First Aid Certificates including Asthma and Anaphylaxis and if an incident, injury or near miss happens Educators have access to the forms they are required to complete.

Educator to child ratios and High supervision are maintained at all times.

Appropriate permission forms are completed when required.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Quality Area 3

Strengths:

St Marys After School Care is run in an environment that is suited to all ages.

The current room offers a large play space for the children to enjoy the afternoon activities/rest.

The room is located close to the primary school playground and the toilet block is right beside the room.

We have access to a fence area which includes a sandpit.

We have access to a microwave when needed.

We have our own small oven to do cooking activities and an electric frying pan.

Goal

To negotiate with the school to see if we can gain access to a shared garden or space we can grow some fruits, vegetables, herbs etc.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Quality Area 4

Strengths:

Our program has a local and dedicated team of educators who support the families and children of their own community.

Educators are actively engaged in ongoing up skills with training and updating their own qualifications.

The service has educators who are appropriately qualified and hold all the current relevant certificates.

The NCN organisation supports and reflects on an individual's performance through regular direct feedback and a formal performance appraisal process.

The service has an extensive package of policies that cover the code of ethics and working practices.

Regular staff meetings are scheduled and professional interactions with NCN Educational Leader on the direction of programming in reference to NQF and My Time Our Place Framework.

The service will maintain correct ratios' between educators and children at all times.

Goal

To gain a bigger team of Educators as this will allow one Educator to become directly focused on After School Care.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Issue Identified: Mixed Educators and Low staffing available

Element: 4.1.2

Outcome: An Educator that is solely focused on After School Care

Priority: High

Strategies:

Advertising

Word of mouth

Interviews

Success Measure: When we have a focused Educator for After School Care

By When: ASAP 2019

Progress Notes:

March 2019: ASC educator resigned.

Quality Area 5

Strengths:

Our service consistently interacts with the children in a warm and receptive manner. Conversations are directed at the level of the children.

Educators seek input from children and families as their ideas and thoughts are valued and used within the program.

Educators endeavour to strengthen their relationship with families with open or private discussion on their child's involvement within the program and service.

Each child has their own scrap book where their journey of learning can be captured; this is also a great way to look back at all the interests that have been had.

Goal

To encourage the children to complete more in their own scrap book and to become more actively involved in writing in the Floorbook.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Quality Area 6

Strengths:

NCN has an extensive process where all updating of information is completed annually.

All NCN enrolments include details of children and families that meet the NQF.

Any changes of details can be made as needed and changes are made by our administration department or the parent online.

Parents are taken through an induction into the service and the service procedures are discussed, the families are given opportunities to review and discuss any issues in relation to care practices and view policies.

Current and up to date information will be available for all families.

The St Mary's OSHC service is building strong links with the school and the community.

Goal

To gain more enrolments to make the service viable.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement

Issue Identified: Low enrolment numbers

Element: 6.2.3

Outcome: More enrolled families using the service

Priority: High

Strategies:

Advertise throughout the community and school

Letter to parents informing them of low enrolment issue.

Success Measure: When we have higher enrolments and service is financially viable

By When: ASAP 2019

Progress Notes:

July 2019

Current enrolments are too low to meet the viability of the service so letters will go out to the community and families at the start of the new term to see if we can gain more interest and enrolments.

Letter of Mid term three closure has been sent out to all enrolled families and families enrolled in our LDC service.

Letter shared on Facebook and school has promised to share it via email or newsletter.

Sebastian (CBS Manager) spoke to ECU about possibly voluntarily suspending license if we have interest for next year but not this.

Quality Area 7

Strengths:

Northern Children Network has all the appropriate governance arrangements in place to manage the OSHC service at St Mary's.

There is an intensive induction into the service and between all educators.

The service has experience, suitably trained and fit and proper person/educators to lead and conduct the program at the school site.

The service has already established clear goals, and expectations.

The service has appropriate locked storage space to keep all confidential documents of children, families and service.

NCN has appropriate administration systems in place to support and maintain an effective operations, all admin processes occur in NCN's head office at Amy Road, parents can obtain information from head office in regards to their account and enrolment, bookings e.c.t from Monday to Friday 9am to 5 pm or at the St Mary's Child Care Centre due to OSHC service not being open until 2.30 each day.

Educators within NCN have extensive opportunities to attend training and receive support from their co-workers and service manager.

Exceeding Themes:

Embedded

Informed by Critical Reflection

Community / Families Engagement