



## **Glenelg Community Child Care Centre**

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Glenelg North

SA 5045

Phone: 8295 7936

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If a translator or translated materials are required, please see staff.

Rachel Threadgold – Director

Fiona Thomas – Administration

***We would like to acknowledge this land that we meet on is the traditional lands for Kurna people and that we respect their spiritual relationship with the country. We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.***

Welcome to GCCCC,

Thank you for your interest in Glenelg Community Child Care Centre.

Choosing a centre and starting at childcare can be an overwhelming experience for families and children. We understand that you may have questions about our service. While this information booklet is helpful, we hope that before starting at GCCCC you will be able to visit the centre for a tour and opportunity to get to know the educators and environment.

Our aim is to provide a supportive and welcoming environment for both you and your child. We will provide opportunities for relaxed communication and work with you to form an environment where your babies and children can form trusting attachments with educators. We aim to support the routines you have established; our focus is providing consistency between home and childcare.

If you have any questions about childcare or our centre, please call to chat or arrange a tour.

Kind regards,  
Rachel Threadgold



## GCCCC Philosophy

The philosophy guides all experiences within the centre and is the base on which goals are formed.

### **Educators, Management and Families have formed this document by:**

- Deciding what is important in their own and their child's lives.
- Acknowledging early childhood development and the different theories of how children learn.
- Accepting the diverse social and cultural values of our community.
- Incorporating the values of the Early Years Learning Framework, NQF and Code of Ethics.

### **In relation to children we believe:**

- Children have rights and that we will respect and advocate for those rights.
- Children are individuals with unique developmental needs.
- Children are to be treated with respect, love and care.
- Children are connected to their family and community, providing a unique contribution to their world.

### **In relation to families we believe:**

- In valuing and respecting families, celebrating cultural diversity, family structure and needs.
- We will work in partnership when supporting a child's development.
- Encouraging and offering opportunities for families and important people in their child's life to become involved in the centre.

### **In relation to Educators we believe:**

- Educators have a commitment to the provision of high-quality care and education for children.
- Educators are respectful of children's rights.
- Educators work as a team complimenting each other's individuality and skills.
- Educators are passionate about their roles in children's lives.
- Educators are building an understanding of Aboriginal Culture and the importance of Reconciliation.

## Supporting Statement

### **To support the philosophy in relation to children:**

- Educators will promote and respect children's rights.
- we will accept and cater for all children's individual and unique developmental needs.
- We will adhere to positive behaviour and guidance techniques, offering safe choices.
- Interactions with children will be consistent, nurturing, and positive.
- Children will be given opportunities to become independent, build self-esteem, confidence and resilience.
- Children will be listened to and involved in decision making, children's voice.

### **To support the philosophy in relation to families:**

- We will value and respect families, celebrating cultural diversity, family structure and needs.
- We will work in partnership with families when supporting a child's development.
- We will foster open communication creating a trusting and positive relationship between home and childcare.
- We will encourage and offer opportunities for families and important people in their child's life to become involved in the centre.

- Confidentiality will be maintained. Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing.

#### To support the philosophy in relation to Educators:

- Educators will have a commitment to the provision of high-quality care and education for children.
- Educators acknowledge Aboriginal Cultural and the Kurna Lands we play and work on.
- Educators will promote children's rights; risk taking and challenge their thinking and ideas.
- Educators will be child focused, positive role models and responsive to children's needs.
- Educators will be professionals within the Early Childhood Education sector.
- Educators will work as a team complimenting each other's individuality and skills.
- Communication between Educators will occur respectfully while taking into account the views of all in the team and the needs of children and the centre.
- Educators members' right to a safe work environment will be respected and provided for.
- Educators will have a commitment to furthering their knowledge, reflecting on their practices and taking part in professional growth and development.
- Educators will work in partnership with families, using open and honest communication to achieve the best outcomes for children.
- Encourage educators to foster and act in accordance with the Code of Ethics, and take action in the presence of unethical behaviours
- Educators will have a commitment to incorporate the centre's values into their daily practices.

#### To support the philosophy in relation to the environment:

- We will provide an environment in which children feel safe and confident, physically and emotionally.
- The environment will meet all work OH&S standards.
- We will provide an environment that feels welcoming and nurturing.
- The environment will provide a variety of spaces to cater for all needs.
- The environment will be aesthetically pleasing.
- We will provide a stimulating environment, reflecting our program.
- The outdoor play areas will be a celebration of our natural environment.
- We will foster children's connections with the natural world.
- We will promote sustainability within our service.

#### To support the philosophy in relation to Food and Nutrition:

- We will support families in their children's dietary needs.
- Meals will be positive opportunities for children to interact with adults and peers.
- We will provide a well-balanced, nutritionally sound menu.
- Our menu will reflect multicultural Australia including Aboriginal influences.
- Children's individual food needs and special dietary needs will be catered for with respect and care, offering the same type of menu (as close as possible) to the main centre menu.
- Our programs will incorporate experiences encouraging a positive, healthy outlook to food and healthy lifestyle.

#### To support the philosophy in relation to the program:

- We will implement a developmentally appropriate program formed using the programming cycle and the Early Years Learning Framework.
- Our program will be play based with a holistic approach.
- Stimulating experiences for individuals as well as the group will be programmed.

- Our programs will be educational, offering challenges and the opportunity to extend children's knowledge and emerging interests.
- Our program will provide a balance of indoor/outdoor, intentional teaching, spontaneous and child-initiated experiences.
- Our program will reflect the professional nature of our staff.
- Our program will be effectively communicated to families to ensure that they are connected to the child's world outside of the centre.
- Learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing.
- Reflecting and embedding the importance of reconciliation through acknowledging the traditional owners of the Adelaide Plains, the Kurna People.

#### To support the philosophy in relation to the community:

- We will maintain the principles of a not for profit organisation.
- Promote a sense of acknowledgement and respect for all within our service community.
- The centre's enrolments will be managed in an equitable, transparent manner, adhering to all government guidelines.
- We will maintain positive relationships with our neighbours and other stakeholders.
- We will maintain strong relationships with local, state and federal governments.
- Partnerships with outside agencies will be fostered to work with staff and families to support children in the centre.
- Acknowledge the importance of Aboriginal and Torres Strait Islander people and their history.
- To build respectful connections with local Kurna people, to better understand their sense of country and strengthen their identities within our community by embedding into our curriculum.
- Promote the value of children's contribution as citizens to the development of strong communities.

#### To support the philosophy in relation to the centre's management:

- The centre's constitution will be abided by at all times.
- The committee will maintain the critical link between the centre and the community.
- Decisions made by the committee will be proactive and in accordance with centre policy, philosophy and government guidelines.
- The centre's policies are transparent and will be abided by at all times.
- The committee will ensure the financial viability of the centre and provide childcare at a fair cost.
- The committee will ensure quality requirements are met and will strive for continual quality improvement.



GCCCC was established in 1983. We are a 52 place centre catering for over 120 families. We are an accredited centre providing high quality education and care. The centre has been awarded Exceeding rating in the national quality standard for the past 11 years.

GCCCC is a community based childcare centre managed by a committee formed by parents and community members. The centre holds its annual general meeting in the first half of the year. Each parent has the opportunity to join the management committee either at the AGM or throughout the year. Copies of the centre's constitution are available from Rachel.

We are registered and awaiting assessment under the National Quality Framework. The National Quality Framework applies to most long day care, family day care, preschool (or kindergarten) and outside schools hours care services. The National Quality Standard is divided into seven Quality Areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management.

The National Quality Standard aims to promote:

- the safety, health and wellbeing of children
- a focus on achieving outcomes for children through high-quality educational programs
- families' understanding of what distinguishes a quality service.

Services covered by the National Quality Framework are assessed and rated against each of the seven Quality Areas of the National Quality Standard and the National Regulations. They are also given an overall rating. Assessment and rating of services commenced in mid-2012, and the ratings of those services that have been assessed are available on the Australian Children's Education and Care Quality Authority and childcare finder websites.

There are five ratings under the new system that a service could get against each Quality Area, as well as the overall rating. The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required



## **GCCCC Waiting list**

While we aim to cater for the needs of the community and would love to accommodate all requests for bookings, GCCCC has a waiting list. To join the centre's waiting list we ask you to complete a waiting list application form and return it to the centre with the \$25 administration fee. Families are asked to register your interest in our waiting list every 6 – 8 weeks via email.

When allocating positions, the Centre is required to abide by the Australian Government priority of access guidelines to ensure a fair process for all families. This priority of access system states that children will be offered positions depending on their families' priority:

**Priority 1** - children at risk of serious abuse or neglect.

**Priority 2** - children of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the Family Assistance Act.

**Priority 3** - any other child, such as families using childcare for respite.

## **GCCCC Structure**

The centre has 3 play areas:

- The **Babies room** is for children from 4 months to 2 years. The staff ratio in this room is 1 adult per 4 children. The maximum number of children in the Babies room is 12 with 3 educators.
- The **Toddler room** age group is from 2 years to 3 years and 3 months. The staff ratio in this room is 1 educator per 5 children.
- The **Kindy room** age group is from 3 years and 3 months to school age. The staff ratio in this room is 1 educator per 10 children.

Each room is staffed with a Children's Services Professional holding relevant tertiary education qualifications and First Aid Certificate. Children's Services Professionals or Team Leaders work with educators that have recognised training in the Early Childhood Education Industry.

Educators at GCCCC work on permanent shifts, providing a continuity of care for your child and consistency for families when leaving or collecting their children. Educators' photos and names are displayed in the foyer. The certified supervisor (or 'person in charge') of the centre will be acknowledged on the office door. All staff wear a shirt or jumper with the GCCCC logo and a name badge, easily identifying educators to families, children or students.

Educators attend regular professional development workshops, peer centre visits and mentoring sessions to ensure that the centre is providing the highest possible quality of care.

## **Orientation Visits**

Starting at childcare is a big step for both families and children, we aim to create a transition to childcare as smooth as possible by providing orientation visits for you and your child to help establish a link between childcare and home.

Your child's first orientation visit is an occasion for you to spend an hour at child care with your child, it is a valuable time to become familiar with the environment, building relationships with the staff team and an opportunity for you to ask any questions you have about starting at child care and pass on information about your child's routine.



The Team Leader in your child's room will work with you to plan following visits for your family based on your child's needs. Visits will be short opportunities for your child to begin to build secure, trusting relationships with our staff team.

Please feel free to call the centre to check on your child whenever you would like to, we would rather you feel comfortable to call and hear how your child is than be worried about them through the day.

When children transition from one room to the next, the educators in their room will arrange orientation visits to the next age group. These visits will follow the same format of the initial orientation visits with an educator first visiting the next room with a child, the child then having a short visits to the next room until an attachment has been formed with an educator in the child's new room. This supports a smooth transition from room to room.

### **Developmental Program**

Educators value play as children's work and display a developmental program each area at GCCCC. We have implemented the Early Years Learning Framework within the centre's developmental program to ensure that our programs are responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play. Our program has a focus on natural play using recycled materials and developing sustainable practices.

The Early Years Learning Framework is an early childhood curriculum framework, which will guide early childhood educators in developing quality, early childhood education programs. The framework describes the principles, practice and outcomes to support and enhance young children's learning from birth to five years, as well as their transition to school.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. Each child will have individual experiences planned for them based on developmental observations. Your child's portfolio and learning stories will be sent home to families each programming cycle.

### **Guiding Children's Behavior**

The GCCCC will provide a secure, loving and stimulating environment which encourages children to co-operate, enhances children's self-esteem and encourages their ability to interact with others. It will promote positive behavior.

Clear guidelines about acceptable, developmentally appropriate behaviors and expectations will be developed with input from parents, educators and management. Limits to behavior will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.





## Opening times

GCCCC opens from 7am to 6pm, Monday to Friday. The morning session finishes, and the afternoon session starts at 12.30pm. We are closed on all public holidays and for two weeks over the Christmas and New Year period. The management committee announces the exact closure dates in July each year. Fees are not charged for the period that the centre is closed over Christmas.

## Fees

Our centre is approved for families to apply for Child Care Benefit and Child Care Rebate. To claim any government benefit or rebate families can contact the Family Assistance Office to register. GCCCC will need the child's and account owner's reference numbers to process the assistance. Centre fees before any government assistance are:

**full day care: \$130**  
**half-day session: \$87**  
**fulltime care: \$630 per week**

Late fees may apply when families are late to collect their child from a half day or full day session.

There is also a Maintenance Fee of \$30 per child which will be charged on your accounts in February and August.

As with most centres, GCCCC needs to charge full fee for all sick days, public holidays or absentee days without two weeks' notice given. If your child will not be attending childcare, if you provide 2 weeks' notice of the absence the centre will charge only 50% of the fee for the holiday period (for up to 4 weeks per financial year).

We account weekly, one week in arrears so, the fee for childcare on Monday 1<sup>st</sup> will be billed for on Monday 8<sup>th</sup>. All invoices will be emailed to you.

You can make payments by setting up Xpay on our Xplor app or eft payment via the internet to:

**Glenelg Community Child Care Centre Inc BSB: 035 034 Account: 206 584**

When paying online please use your child's name as the description for payment.

On enrolment you will be asked to sign a Payment Agreement. GCCCC is unable to provide care unless payment terms are signed.

***We will also need the following information/forms returned before or at your child's first orientation visit:***

- ***Completed enrolment form (sent to you with your enrolment confirmation) importantly including your child's and account holders CRN numbers (these will be two separate numbers)***
- ***Current Medicare Immunisation statement***
- ***Notification of any allergies or medical issues.***

***Please be aware that delay in receiving this paperwork/information can effect your CCS rebate and also your start date.***



## **Safety**

Entrance to our centre is via a locked gate. Families will be given the gate code on enrolment confirmation – please do not share the code with anyone outside the centre.

At the centre entrance there is an iPad where you need to digitally sign your child in and out. These are the record of attendance and used in case of an emergency to check that all children are accounted for. It is vital that on arrival and departure you sign your child in and out of the centre.

If someone new to the centre will be picking up your child, we ask that you contact the centre to let us know. If we do not recognise the person that arrives to collect your child, we will ask for photo identification and check that they are listed on your child's enrolment form as an emergency contact. If they are not listed, we will need to contact you to ensure that you have given permission for your child to leave the centre with the person. This policy is to ensure the safety of your child.

## **Kindergarten**

GCCCC staff are able to walk children attending Baden Pattinson Kindergarten to and from their kindergarten sessions.

To enroll your child at Baden Pattinson Kindergarten please contact the Kindy on 8295 1371.

## **What to bring**

Please bring the following items in your child's bag:

- 4 changes of clothes (labelled).
- 5 - 6 nappies (if needed).
- Your child's comfort toy or rug etc. (if needed).
- A named hat. (A centre hat can be purchased for \$25)
- An empty and labeled age appropriate drink bottle, educators will fill it with fresh water on arrival and will monitor it throughout the day, re filling as required.

Children are encouraged to wear comfortable clothing (such as tracksuits) that is easy for them to take on and off when needing to use the toilet. GCCCC discourages thongs or slip on shoes for children as they pose a safety risk when running or riding bikes outdoors.

GCCCC has a strict sun smart policy that asks that all children have a broad rimmed or legionnaire style hat and t shirts with sleeves to ensure skin protection when outdoors.

A GCCCC navy hat can be purchased for \$25 when enrolling your child, the hat will be embroidered with our logo and your child's name. Please see admin or email [admin@gcccc.com.au](mailto:admin@gcccc.com.au) if you wish to order one.

Please label your children's belongings and clothing with their name to prevent any lost items.

## Routines

Routines within the centre are flexible to suit the age and stage of development of the children.

The base routine within the centre is as follows:

- 7.00 am All children arrive and begin their day in the Babies room.
- 8.00 am Children separate into their rooms
- 9.30 am Morning Tea
- 10.00 am Programmed Experiences
- 11.30 am Lunch
- 12 noon Sleep/Rest or Programmed Experiences
- 2.30 pm Afternoon Tea
- 3.00 pm Programmed Experiences
- 4.30 pm Late Snack
- 5.30 pm Rooms combine in the Babies Room
- 6.00pm Centre closes.



We acknowledge that all children have individual routines and needs and will maintain flexibility within our planned routine to reflect and cater for children's needs. At your first orientation you will be given an individual routine form to complete so that we are able to mirror your child's home routine.

## Meals

GCCCC follows Feed Australia Program. Therefore, the centre provides a high-quality menu offering meals that are meeting children's dietary needs, that are culturally diverse and presented in a family style mealtime.

We provide breakfast, morning tea, lunch, afternoon tea and late snack throughout your child's day. Children are also offered water in between meal and snack times.

The centre is supportive of breastfeeding families and provides comfortable areas for parents to feed, will contact families through the day when babies need a feed visit and will ensure the appropriate handling and heating of breast milk.

We are unable to prepare breakfast for children and safely supervise them eating after 7.20am.

If your child has an allergy, religious food custom, developmental need or other special dietary need, we can cater for your child's need providing a menu as close as possible to the menu set for the other children in the group.

### **Important:**

Some children and staff attending GCCCC have severe allergies resulting in anaphylaxis. We ask that you do not bring any foods containing **peanut butter, nuts, egg or sesame seeds** into the centre.

## **Accidents and Medication**

If your child has an accident, such as a scraped knee or bump, we document the time and place of accident and first aid given. If a serious accident occurs, we will contact you. When you collect your child, we ask that you sign the form to acknowledge that we have informed you of the accident.

If your child has medication prescribed by a doctor (such as antibiotics) we are able to administer it if you have completed the medication form kept in each room. When you collect your child, we ask that you sign the form to acknowledge that we have administered medication to your child. For more information please see the Medication policy.

## **Immunisation**

On enrolment you will be asked to complete an enrolment form and provide a copy of your child's Medicare Immunisation history statement. When your child is administered subsequent immunisations please provide the updated records for a copy to be added to your child's file. Please see the centre's Immunisation and Infectious Diseases Policy for more information.

## **Illness / Exclusion Periods**

The health and safety of all children and staff at the centre is paramount. GCCCC will follow the Illness Policy and exclusion period recommendations from the NHMR Guidelines. Please inform the centre if your child will not be attending childcare as a result of illness or if your child has been unwell away from the centre.

Our centre is understanding of the pressures of work and acknowledge that children can be well in the morning and become ill throughout the day. We ask that families have included emergency contacts on the enrolment form that are able to collect your child if they become unwell or in an emergency.

## **Policies**

The centre abides by a set of policies based on Licensing and Standards Regulations, NQF Principles, Early Childhood recommended practices, Australian Safety Standards and the needs of children, educators, management and families. All centre policies are located in a folder on the shelf in the centre foyer.

The centre's policies are reviewed annually by the Policy Sub Committee, each policy has a section asking for feedback and comments for evaluation. If you would like to make any comments for evaluation, please add them in these sections or see Rachel with your feedback. Copies of the Policy Folder are available for families to borrow. Please see Rachel to arrange to borrow a policy folder.

## **Parent Grievances**

GCCCC welcomes any feedback on the centre, as it helps the centre provide a better service. You have the right to complain if you are unhappy about any aspect of your child's care and/or the centre's service. The centre has a parent grievance procedure policy which details procedure to be followed if you have any grievance. This is located in the folder with the other centre policies.

## **Xplor App**

We share all your children's learning via the Xplor app (This is only assessable to GCCCC families). You will receive health updates i.e. meals, sleep or toileting, photos of moments throughout the week, learning journeys and incident reports. It is really important for you to download the Xplor App on commencement of your child care journey, to stay connected with your child's learning and health records as well as centre information.

***If you have any questions about GCCCC please feel free to contact Rachel Threadgold (Director) on 8295 7936.***



## **Additional programs offered at GCCCC**



## **Music Libby**

Libby Phillips  
B.Ed, L.Mus A, A.Mus.A, Dip.Mus.(Perf)

**Session times: fortnightly on a Thursday during the school terms for 40mins in each room.**

***Cost is \$9.00 per child and will be added to your account. If you do not wish for your child to participate please notify the office staff.***

Music and Fun - a fresh, educational music and movement programme for preschool children and linked with the Early Year Learning Framework.

**Sing, Dance, Play, Laugh and Learn.**

An essential pre-school music resource. Each song has been written to develop and enhance specific musical concepts rhythm, beat, beat division, pitch, dynamics, musical form, style, and listening skills

Music Libby sessions are every second Thursday during the school terms for 45mins in each room.

For more information please visit: [musicandfun.com.au](http://musicandfun.com.au)

# Teaching Program

*“Evidence tells us a person’s life successes, health and emotional wellbeing have their roots embedded in early childhood. We know that if we get it right in the early years, we can expect to see children thrive throughout school and their adult lives.*

*Caring and supportive environments that promote optimal early childhood development greatly increase children’s chances of a successful transition to school. In turn, this promotes a child’s chance of achieving better learning outcomes while at school and better education, employment and health after they have finished school”*

~Australian Early Development Census, 2015~

## About Our Teaching Program

We believe that by offering meaningful play-based program, children develop genuine interest in learning, building self-confidence and positive dispositions which support lifelong learning. Early years teacher and educators in our Kindy Room work in conjunction with one another to provide children an engaging, fun and nurturing, child centred learning program.

We follow the Early Years Learning Framework and the National Quality Framework to provide optimum learning opportunities for each individual child. We also believe that the environment is a third teacher and so both our indoor and outdoor spaces are thoughtfully and purposefully set up to offer a variety of materials and resources for children to be freely accessed and explored.



In the Kindy Room children are encouraged to:

- ✚ take risks and try unconventional solutions
- ✚ engage in ongoing exploration and investigation
- ✚ collaborate in partnerships with others to experience different perspectives and build meaningful relationships
- ✚ think creatively and critically to solve problems
- ✚ learn from their own mistakes to promote resilience and persistence

The Pre-School Program for our 4-6 year old’s focuses on developing and mastering fundamental literacy and numeracy skills. Intentional teaching activities are offered next to child-led inquiries, for children to construct meaning of the world, based on their own unique prior knowledge. A lot of experiences emerge from children’s interests as we believe effective teaching program needs to actively involve children’s ideas and interests.

The Kindy Program is flexible and follows children’s needs. That means we include every child and value and respect his uniqueness, capabilities, needs and preferences.

Every morning we have a big group time when we say good morning, choose star helpers and discuss current experiences and activities for the day. Before lunch, Kindy children participate in small group experiences, with more focused intentional activities- where we focus deliberately on demonstrating, modelling, explaining and engaging in shared thinking. Children learn to negotiate, follow simple instructions, participate in discussions, work collaboratively and how to manage emotions and feelings (self-regulation skills). To facilitate smooth transition to school, our play-based experiences focus on four streams:

- ✚ **Literacy-** letter recognition and phonological awareness, phonics (letter-sound correspondence), language, concepts of prints and books, oral comprehension and vocabulary (listening, speaking, expressive language), pre-writing skills.





- ✚ **Numeracy-** recognising shapes and patterns, categorising and sorting objects, measuring, talking about time and seasons, arranging objects, number concepts, simple counting.
- ✚ **Science-** wondering, asking questions, observing, exploring, investigating, measuring, hypothesizing, experimenting, testing solutions, recording and representing findings, using a range of tools and materials
- ✚ **The Arts-** creative use of materials, imaginative thinking, children express themselves through Visual Art, Drama, Music and Movement.



Play promotes high order thinking and children naturally explore complex social, emotional, physical and cognitive problems which they learn to solve. Seeing all the children as capable, unique individuals helps us to build warm relationships to foster their development in all developmental domains: social-emotional, physical and cognitive. By nurturing their natural curiosity and encouraging to active exploration Kindy Room educators support each individual child in succeeding through encouraging curiosity, investigation and wonder.



### **Child Care vs. Early Learning Centre (ELC) – what’s the difference? There really isn’t one.**

*They say one of the big differences between ELC and childcare is that ELC is really centred first on the educational needs of the child, and at an ELC they have a qualified Early Childhood teacher facilitating the program for kindy age children.*

We also have a qualified Early Childhood teacher and one of our main areas of focus is on the educational needs of the child, but we also focus on providing a nurturing, secure and stimulating learning environment that promotes happiness and a desire to learn in all children. Our aim recognises that children mature at different rates and that they have preferred styles of learning. We also emphasise the importance of holistic learning with special attention paid to the establishment of an emotionally secure foundation to support each child's developing sense of self and empathy for others.

While we cannot speak for all Early Learning Centres, as a child care centre, we pride ourselves on nurturing each child. We know that when children feel safe and secure, they are able to openly express their feelings and ideas and confidently explore and engage with their social and physical environments through relationships and play – *EYLF, Learning Outcome 1.*