

#### Quality Area 1:

Learning experiences are built on children's interests and ideas, underpin learning experiences.

Analysis of children's learning enables staff to plan and cater for individual needs. Parents contribute through documenting their learning aspirations for their child for the year (based on learning dispositions). These form our annual overarching learning intentions.

Occasional Care program that operates ½ day each week. Educators ensure pedagogy mirrors Kindy's with observing and recording.

Documentation about children's progress is readily accessible to families in a range of formats.

We offer a number of regular and ongoing off-site programs including Nature Kindy, WASP, Library and Nursing home visits.

## Barmera Kindergarten

# Strengths



#### Quality Area 2:

Children's medical needs are supported and medication is clearly labelled and easily accessible.

All staff have current first aid and RAN training. Additional training is organised according to children's current needs.

Children have access to inside and outside quiet places throughout the day.

Relaxation or resting time is part of our daily routine.

Healthy eating is promoted through cooking, gardening, visual displays and on-going discussions with the children during eating times.

#### Quality Area 3:

Redeveloped natural outdoor learning environments supports our Nature pedagogy and Nature Kindy program.

Indoor and outdoor learning spaces and resources are changed based on children's interests and needs and is dynamically adaptable in the moment.

Focus on sustainability has reduced the amount of rubbish we send to landfill and staff tremendous passion for repurposing materials as resources.

#### Quality Area 4:

Staff team has remained consistent over the last 2 years, with most staff working together for 5 years.

Speech pathologist has been employed to support staff development, develop strategies across the site to support the growing need of speech and language delays.

Site inquiry enables all staff to critically reflect on current practices and establish new ways of working to improve learning outcomes.

All staff given opportunities to attend Professional Development.

# Barmera Kindergarten

# Strengths



## Quality Area 5:

The kindy is supportive of maintaining the children's culture and home language.

Children are included and supported to feel confident and secure and they are familiar with routines and processes.

Educators ensure children are greeted in the morning and are farewelled before leaving.

The kindy has several programs that include children who need additional support.

Educators use visual cues and sign language to assist communication with children (both those with language delay and children for whom English is a second or third language).

Staff are employed to provide additional support to children with identified needs and they follow a programme specific to that child, based on the advice of professionals (eg Speech Pathologist).

## Quality Area 6:

Families are invited to share their talents/time/ideas with our centre as part of orientation.

Barmera Kindergarten has a long term relationship with local community groups which enables us to offer extra services to our children.

We hold a number of family events each year which are very well attended by the community.

Our Kindergarten has strong relationships with a number of outside agencies which support our families and children including CAFHS nurse, AEW from Barmera Primary School, DECD Support Staff provide assistance such as speech pathology and physiology and Riverland Community Health.

Since commencing Bush Kindy in 2014, a number of feeder schools join us.

We acknowledge the original custodians at the beginning of each Nature Day session with an Acknowledgement of Country which the children help read.

The kindy has a website that provides families with up to date information.

## Quality Area 7:

Barmera Kindergarten has a very strong and supportive Governing Council, who meet at least twice a term.

The Director shares the task of administering the site with all staff, with staff openly nominating the duties they will undertake.

New staff members are mentored to familiarise them to the site and DECD (if first work site).

All staff are committed to make improvements and regularly review progress and set further goals both individually and as a team and are involved in performance development meetings.

Amy has been the Director at Barmera Kindergarten since 2014, in starting her position she reviewed current practices using the NQF and supported the staff through a significant change cycle. Through critically reflecting on current practices the staff team supported the pedagogical shift of child-initiated learning, moving away from the closed table top replication model to open ended activities with provocations. This new approach changed how staff worked and perceived children and learning and as a result was the catalyst for change.