



Thank you for downloading this information about the benefits of enrolling your child in Glandore Private Kindergarten and Child Care Centre



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Glandore Private Kindergarten and Child Care Centre is family-owned and operated.

Joan and Kerry Mahony are also the owners of Brooklyn Park Private Kindergarten and Care Centre, and have 20 years' experience managing Child Care Centres. They promote a happy, friendly, family atmosphere at their centres. Their personal mission is to ensure children have the opportunity to develop to their maximum potential. They aim to have a positive impact on all people they associate with, and to continuously improve all aspects of the Centres' facilities, policies and educational programs.

Joan and Kerry are keenly interested in, and aware of, contemporary issues in Education and Child Care. They work with their Directors and Educators to implement this knowledge into innovative learning experiences for children, parents and staff. They are proud of their wonderful staff who are responsible for the Centres' reputations for excellence in all areas of the National Quality Standards.

Qualified and Caring Educators

Our very experienced, wonderful Director Sarah, leads our excellent team of highly qualified and experienced Early Childhood Teachers and Educators. We employ two Registered Early Childhood Teachers, one of whom has Advanced Montessori training.

Our Teachers and Educators are selected carefully, to ensure they are capable of delivering the highest quality care and education to your children, in a happy, safe, fun and stimulating environment. Our chosen Educators are committed to creating the Friendliest atmosphere for our families and our children. They also believe in our philosophy of achieving the best possible developmental and learning outcomes for every child in our care. Educators see children as competent, curious and capable, and they provide optimal programs, learning environments and activities for the children. Our Educators care for each child holistically, and work with the children individually, or in groups to ensure they have the best possible outcomes.

We employ a higher ratio than required of qualified Educators. All Educators must undergo a Police Check before commencing work. They must also hold a current First Aid Certificate, and a Child Safe Environments Certificate (Mandatory Reporting). All Educators must also undergo annual Asthma and Anaphylaxis Management, and Fire Safety Training.

All Educators have a Professional Development Plan, which requires them to attend additional workshops or Conferences to further their knowledge and skills for working with young children. As required, they also will gain knowledge in working with children with additional health or educational needs.





Highest Quality Ratings

Our Centre has been rated as Exceeding the National Quality Standards at our last assessment. All Child Care Centres have been visited regularly over the last 20 years, by the national authorities for Child Care Quality. Over this time, both our Centres, Glandore Private Kindergarten and Child Care Centre, and Brooklyn Park Private Kindergarten, have always achieved a rating which exceeded the National Quality Standards.

The National Quality Standard has 7 key quality areas that the authority believes are important to outcomes for children.

- 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 contains 18 standards, with 58 elements for assessment. A high emphasis is placed on children's health and safety, and the educational program.

We continuously strive for improved quality in every area of our service. This is a dynamic process driven by reflection on our practices, consultation with staff, children and families. We are constantly developing new quality improvement ideas and implementing them as a result of this consultative process. The Quality Improvement Plan is available to all.

Our Policies and Procedures Manual, was written to ensure compliance with all the Regulations and Quality Measures. Staff and parents are asked to review all policies we write or update, and to make comments and suggestions. We value this parent input in process. We use frequent parent surveys to assist with ideas and critiques in every area of our operations.

Our Unique Educational Curriculum

Our Early Childhood Education Curriculum is unique, and has been carefully crafted to include the best of time tested and contemporary educational and care theories and practices. It incorporates many enrichment features. The Curriculum is a balance of a structured Montessori Program and globally recognised excellent Early Childhood Education philosophies and practices. We find optimal ways to blend these into our program.



Our Unique Educational Curriculum Con...

Our Education program was rated as Exceeding the National Quality Standard in our last Assessment. Our commitment to ongoing quality improvement, through research and staff Professional Development, was praised by the Assessor.

Our unique Kindergarten Education Program is approved by the Department of Education and Child Development and the Universal Access Program. It is delivered by two registered Early Childhood Teachers, one of whom is a specialist Montessori Teacher. We assist children to develop the skills, dispositions, social and emotional attributes which contribute to a successful transition to school. We co-ordinate with local primary schools, and the feedback we receive is that children are "more than ready for school".

Our Centre Philosophy is the foundation of our Educational Program. Our Educators share our belief in children's innate abilities and inborn drive to learn. Our picture of the child aligns with the Reggio Emilia philosophy. Each child is regarded as being strong, competent, full of resources and the constructor and co-constructor of their own knowledge and understanding. We also believe that children are creative, curious, full of ideas and theories. They are valued members of our Early Learning Community.

We utilise the Vision, Principles, Practices, and Outcomes of the Nationally mandated Early Years Learning Framework, when formulating our programs for each age group. The Framework designates play based learning, centred around the children's interests. It also recognises the crucial role of families in the education of their children. The Framework includes the requirement for intentional teaching, as well as allowing for freedom to follow emerging themes and interests of the children. It specifies a holistic and individualised approach to the care and education of each child. It endorses our belief that the well-being of each child in our care is an essential for their learning. At our Centre children thrive in the happy, friendly, caring environment.

Our Montessori Program aligns well with our beliefs, and supplies the added value of a structured learning program. Through using specially designed materials, the children gain hands on knowledge of Mathematics, Language, Spatial concepts and Practical Life activities. The focus is also on children's self-help and independence in every day experiences. The children work with the Sensorial, Language, Mathematics, and Cultural materials. Children's sequential progress in each area is carefully monitored and recorded.

The Curriculum is enhanced with dance, music, drama, arts and creativity, physical activities, languages, signing, excursions and visits from community helpers such as visiting the fire station, children's farm, Burns Trust, dental programs and multi-cultural experiences. We have a special music and movement program.

Our lovely outdoor area caters to the developing of the full range of physical skills. The lawn area provides free space to run and play, and the pathways are great for bike riding. The nature yard features a running creek which can be operated as required. It encourages exploration, experimenting, sensory experiences and creativity. The sandpit is popular, as is the digging patch. The extensive verandah can be used for quiet activities and pretend and role playing.

Observations in all areas of children's development and education are recorded regularly. We have access to external professionals to call if the Educators and family have concerns in any area of children's development.

Crafting a balanced educational program which combines all these elements is a complex task. Our Educators have ongoing professional development at workshops and conferences to enrich their knowledge. All Educators reflect on their practice, and collaborate with each other and families to ensure optimal outcomes for each child.

We ask for, and value feedback and comments from parents, and their advice to us regarding their own children. We send digital records and photos to parents regularly, and give verbal updates on pick-up and drop off. Parents are welcome to book time to speak to the Educators for more information sharing, and we have regular nights where parents confer with us about their children's progress.



Our School Ready Kindergarten

Our happy, lively Kindergarten Program is approved by the Department of Education and Child Development and has the Universal Access Program. Our experienced Early Childhood teachers, lead the program, with our qualified Educators. For children who are in the last year before school, we additionally focus on School Ready skills, dispositions for learning, self-esteem, communication and social skills. Our Educational Programs were judged as Exceeding the National Quality Standard at our last assessment.

We assist the children to develop the skills, dispositions, social and emotional attributes which contribute to a successful transition to school. Studies have shown that children who possess these skills, have an easier transition to school, are more likely to achieve long term academic success, and have positive social interactions at school. We co-ordinate with local primary schools, and the feedback we receive from the Reception teachers is that our children are “more than ready for school”.

Our Unique Curriculum covers a wide range of areas including – literacy, maths, science, physical skills, art and creativity, music and movement, social and emotional development. We aim to promote well-being, self-help, collaboration, and independence. The Curriculum also offers a unique mix of educational philosophies and methods including a Montessori Program which is integrated into the daily activities.

Montessori materials lead to the learning of abstract ideas, through the correct use of concrete materials. When using the Sensorial Materials, children are guided with sequential learning experiences. Self-help skills promote independence and self-esteem. In our Kindergarten, children have fun with busy and varied learning experiences.

Excursions to the library, parks, neighbouring schools and other locations of interest are part of the program. We also have visits from various community people such as the Fire Brigade, Burns Trust, Dentist, and organisations who bring farm animals.

We value each child as a unique individual, and encourage their curiosity. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. Children try new challenges, make new discoveries, and happily celebrate their own efforts and achievements and those of others.

Children bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. Educators help to develop children’s social skills by building trusting, responsive caring relationships with each child. Children develop a sense of belonging, and self-esteem necessary for them to make meaningful connections with other children and adults. Our “Friendliest” environment fosters happiness and well-being, which promotes children’s ability to learn, and participate fully in the program.



Three Year Old Kindergarten

Our Kindergarten is open to children once they have turned three years old. Research by the Mitchell Institute Pre-school - Two years are better than one, stated that "It is time for Australia to pursue a national commitment to ensuring all 3 year olds have access to high-quality early education by offering a second year of preschool." They concluded that children would be more likely to reach their potential development by having two years of pre-school preparation for school. While all children attending, experience the benefits of the core Educational Program and Curriculum, the activities for both individuals and groups are modified to suit the ages and stages of the children. Our program runs all day from Monday to Friday.

We offer our Unique Curriculum for the three year old children, which prepares them to take maximum advantage of their 4 year old Kindergarten year. Our programming is based on the Early Years Learning Framework, and the Montessori program. We also incorporate other Early Childhood Education best practice principles and methods in the program.

All children are offered several sessions weekly to learn with our experienced Montessori educator using the specialised Montessori equipment, to progress by sequential steps. This is carefully monitored and recorded. Additionally, self-help and Practical Life skills are encouraged during the day. For example, the children cut their own fruit, and scrape their plates after meals and assist to tidy up the environment.

Our play based curriculum is child-oriented, emerging from the children's current interests, strengths, and development levels. The routine is relaxed, flexible and allows for both spontaneous and planned experiences. They grow in self-confidence with their increasing independence.

Children are provided with interesting, aesthetically pleasing and engaging activities throughout the indoor and outdoor environments. Activities are designed to provide concepts that enhance understanding and learning in areas of literacy, maths, science, music, physical skills, environment, art and creativity. We focus on growing self-confidence, problem-solving skills, self-esteem, co-operation, skill development and independence. Children are observed regularly and the program is developed to incorporate children's current interests and identified strengths. The children are given choices of experiences and activities.

Our outdoor spaces provide children with multiple opportunities to explore nature, sustainability and develop physical skills. Children have access to the development of edible gardens, as well as areas to run, explore and engage in quiet, solitary play.

Educators provide many small and whole group experiences, both indoors and out, to encourage co-operation and build on social skills such as turn taking and sharing, and learning to empathise with other children. The close association with Kindergarten children encourages learning from their older peers. Excursions are part of the program, as well as visits from community helpers, such as fire fighters, police, dentist, and animal farms.

We communicate daily with parents, by conversation at drop off and pick up, and through individual internet transfer of photos, experiences and learning stories. We encourage family participation and feedback across all aspects of our program. Families can contribute to our programs through many ways, and we value ideas and contributions from families.



Baby and Toddler Care and Education

These rooms are also led and staffed by Qualified and experienced Educators. We aim to provide the best possible loving, and nurturing to these young children. We ask parents to share as much information as possible with the Educators about their child so we can provide optimal care. For the babies, we integrate with your routines for feeding and sleeping. Every child is closely observed, and we keep developmental and learning records which we share with families. Each room has an educational program displayed, and we encourage parents to play an active part by commenting, and making suggestions for learning activities.

We concentrate on developing each child's trust and sense of security with us. Your child's individual routine is incorporated into our daily program, so that individual needs and preferences can be catered for. Staff tell parents on line, and by conversation at pick up time, about each child's day and activities.

We encourage each child's developing physical skills, and allow them to try self help skills. Each child is observed, and individually planned for on our program. We encourage families to give us feedback about our care routines, and programmed activities.

We have sound and video monitoring in the separate sleep rooms. All rooms have a sheltered outdoor area, covered with UV protective shade cloth.

We are always happy to have more in depth discussions about children's care and developmental progress.

Well-being, Health and Safety at our Centre

Our Centre has a commitment to caring for everyone in our community - children, families, Educators and visitors. We place the highest priority on all aspects of well-being, health and safety.

The well-being of each child and family is important to us. Without well-being, children will have difficulty being settled, happy and able to learn. Each child is an individual and our Educators strive to ensure that they become settled, and have feelings of belonging in the Centre community. We offer Orientation sessions to new children. We ask families to share information about their children, so that we can facilitate this process.

Our fenced in entry doors are security coded. We have a monitored building alarm which includes smoke and fire monitoring. All visitors must be admitted by staff, and the entry can be viewed from the office. Our digital sign in and out system tells us which children are in the Centre at any time.

All Educators and staff are required to undergo Police Checks, and must have Child Safe Environments (Mandatory Reporting) training. We usually have a higher ratio of trained Educators than required each day. All Educators have a current First Aid certificate, annual training in Asthma and Anaphylaxis management, and Fire Safety training. We practise fire drills regularly with the children.

All appliances are maintained regularly. The yards are safety checked daily before children play outside. Safety issues are promptly fixed by our handyman. There are extensive shade sails, trees and covered verandah areas in the yard, to control exposure to the sun. Educators are required to be diligently supervising the children all day.

We conduct Safety Audits and Risk Assessments when planning special events and excursions. For children with additional health needs, allergies, or at risk of anaphylaxis, the Director will ask parents to bring in a Medical Plan from their doctor. We carefully supervise when children are eating, and are vigilant observing children with food allergies. ***The Centre is nut free.***

We provide an annual immunisation program, for staff. Regulations require us to check the immunisation status of all children attending, and we have a parent reminder system to ensure these are up to date.

We have a high standard of hygiene and cleanliness in the centre which is maintained by staff with cleaning throughout the day. Children are taught correct hygiene routines, and toileting and hand washing are supervised.

Parent Partnerships

We value our relationships with parents, and aim to ensure that parents feel happy and secure leaving their children in our care, seeing it as an extension of family life. We are proud of our reputation of “The Friendliest Centre” and our goal is that families will find their stay with us an enriching experience. We have a longstanding reputation as an excellent centre, that encourages parents to work in partnership with us for the best outcomes for children. We ask parents to share as much information as possible with us about their children. We seek this information, so that we can care for each child individually, and promote the best outcomes possible.

If you are a new parent, interested in finding out more about us, contact the Director to arrange a time to tour the Centre, or call in mid morning, or mid afternoon. We are happy to show you the area where your child will be cared for, and introduce you to the Educators. We can spend time explaining how the Centre works, and how we will care for your child’s individual educational and physical needs. The room leaders can discuss our educational programs, and how we keep you informed about your child’s activities and progress. We send parents regular digital updates, and messages through the Parent Portal.

We ask families to provide us with feedback about your experiences with us, so we can continue with improving our Quality. The feedback from parents and families is essential to improving our operations and facilities. Our families are asked to consult with us about any concerns they may have in any area of our service.

