

PHILOSOPHY STATEMENT

Aim

Southern Barossa Community Child Care is a not for profit, community based childcare service which aims to provide quality child care for children from 6 weeks to school age.

Southern Barossa Community Child Care is the collective vision of the Lyndoch Lutheran Parish and St Jakobi Lutheran School and as such aims to provide a child care service that supports families and reflects the positive Christian values of the Lutheran church.

Southern Barossa Community Child Care is a member of the Lutheran Schools Association and aims to provide child care consistent with the ethos of the Lutheran Church of Australia.

Philosophy Statement

The Southern Barossa Community Child Care management and staff recognise and acknowledge that early childhood is a critical time for the growth and development of children. We believe that the provision of high quality and nurturing environments, along with close partnerships with families are critical to the positive growth and development of the children in our care.

We value children and believe, love, acceptance, and Christian values combined with developmentally appropriate play based learning environments enrich children's lives and encourage children to develop a sense of belonging, being and becoming. We will use the Early Years Learning Framework (EYLF) to underpin all of the services programs, policies and practices.

In relation to Children

We believe

- In the importance of meaningful play. Play is the fundamental basis for children's learning and is the natural medium for acquiring skills understandings and knowledge. Through play children develop
 - Social skills including co-operation, sharing, and responsibility
 - Insights and knowledge about themselves and the world around them
 - Thinking and problem solving skills
 - Imaginative and creative skills
 - Communication skills
 - Positive self-concepts – a sense of being, becoming and belonging
- Children have an innate need to seek challenge and engage in play that supports development through increasing levels of challenge and risk (Tim Gill 2007).
- In the importance of embedding appropriate levels of challenge, adventure, real life meaning and risk into the play opportunities we facilitate for children. We believe natural play environments, opportunities for challenge and risky play assist children to develop
 - Risk management skills and an understanding of maintaining their own safety
 - An understanding of and engagement in activities that present reasonable risk assisting children to avoid activities that present greater unmanageable risks
 - Physical skills – gross and fine motor
 - Character traits such as problem solving, resilience and self-reliance
- Children have the right to feel safe, secure, nurtured and valued

- That Christian values such as love, care, respect and forgiveness will underpin our programs and interactions with children

Therefore we will

- Encourage and assist children to develop independence, self-discipline and self-motivation skills
- Provide an environment that offers age appropriate challenge, opportunities for adventure, exploration and meaningful play
- Provide opportunities for children to challenge themselves and explore manageable risk
- Provide a comfortable and respectful environment, where Christian values are role modelled, by management, educators and staff
- Begin to foster the essential relationship between rights and responsibilities at developmentally appropriate levels
- Involve children to the best of their ability in the decisions that are made on their behalf
- Provide a healthy and nutritious diet so children can grow strong and develop well
- Be culturally and ability inclusive
- Foster and role model positive relationships
- Develop a sense of belonging within the service environment through nurturing, positive and respectful relationships with educators and staff
- Assist children to develop an awareness and understanding of differences in culture, language, gender, age, belief, needs and ability, through inclusive practices and programs
- Assist children to develop an awareness and respect for our environment, through active engagement with the natural world and participation in environmentally conscious activities

In relation to Families

We believe...

- Families are the primary caregivers and service educators and staff must work in a respectful partnership with families to ensure the positive growth and development of the child
- It is vital for the child that communication between families, outside agencies and the service educators and staff are conducted professionally, with confidentiality and in a timely manner
- The service educators, staff and management should respect parenting styles of the families accessing the service

Therefore we will

- Offer opportunities for educators, staff and families to develop respectful relationships where open communication is encouraged
- Greet all families on arrival and departure to exchange information relevant to the care of the child
- Welcome the input, feedback and participation of all parents and caregivers with the service
- Encourage families to participate in decision making by providing opportunities for families to give feedback
- Strive for flexibility in communications between the service and families
- Strive to understand and respect cultural identity and parenting styles
- Provide an inclusive service

In relation to Educators

We believe...

- That when providing high quality child care for children, our educators and staff are our most valuable resource

- Educators and staff should build positive relationships with families, children and the community
- Educators and staff should provide positive role models that are credible and genuine
- Educators and staff should understand the Christian values on which the service is based and be able to uphold the Christian ethos
- Educators should take time to play and interact with children at an appropriate level
- Educators and staff should act in the best interest of the child
- Educators and staff should be involved in decision making
- Service management should provide educators with a safe, supportive work environment and opportunities for professional development

Therefore we will

- Encourage educators and staff to work as a flexible member of our team
- Ensure the services policies and procedures reflect current legislation, National Quality Standards and the Christian values of the Lutheran Church
- Endeavour, where possible, to consider the needs of the educators and staff employed at the service when planning, rostering and implementing the programs of the service
- Encourage educators and staff to participate in decision making
- Conduct regular, compulsory staff meetings to ensure staff and educators are able to discuss issues and operational matters pertinent to the smooth operation of a quality service
- Offer and encourage regular and relevant training to ensure staff are able to
- Communicate effectively
- Recognise situations of abuse and neglect
- Understand the importance and process of a play based curriculum
- Have a knowledge and the capacity to live and promote Christian values as understood by the Lutheran Church
- Act within the policies and procedures of the service

In relation to the Community

We believe...

- Our community needs us to work with families to provide children with opportunities to develop the necessary skills to grow up to be competent capable adults, able to participate and contribute successfully to our global community
- Current community information should be available at the service
- Service staff, educators and management should remain aware of and respond where possible to the changing needs of our community
- The service should actively engage in community events where possible

Therefore we will:

- Provide programs that support children to develop skills for life
- Promote the service and its programs within the community
- Participate with other community groups, agencies and services to attend events, share resources, and develop a support network
- Endeavour to remain aware of and respond to, where possible, the changing needs within our community through research, and other information gathering methods
- Be sensitive to the wider range of social and cultural backgrounds of the community we serve

Reviewed February 2015

Next review February 2016