



OVERVIEW

Stuart Park Neighbourhood and Child Care Centre (SPCCC) is a community based nonprofit early education and care Service. We are open 51 weeks per year, Monday to Friday, from 7.30-am – 5.30 pm. Management consists of families who use the facilities and a committee is elected once a year at the Annual General Meeting.

The 8 member committee consists of:

President

Vice-President

Treasurer (who is also the Public Officer)

Secretary

Director

4 ordinary members (one of which can be a Staff Representative)

The day to day running of the Service is the responsibility of the Service's Director, who is the designated Nominated Supervisor.

We are governed by a National Quality Framework which is overseen by the Australian Children's Education and Care Quality Authority (ACECQA) and we take part in the Ratings and Assessment procedure to ensure quality practices and programs. This also allows us to receive the Child Care Rebate and families who are eligible to receive the Child Care Benefit from the Federal Government.

Our current rating is *Exceeding National Quality Standards*.

Under the National Law, Stuart Park Neighbourhood and Child Care Centre is granted Provider Approval and must apply for Service Approval through QECNT in order to operate the education and care service.

Provider Approval No.	PR-0001282
Service Approval No.	SE-0002576

Our sponsor is the Darwin City Council (DCC), who own and maintain the building. There are 7 DCC Service's throughout Darwin with each Service run by its own management.

We have 59 approved places which we have allocated as follows:

8 children in our Nursery aged 6 months – 2 years

18 children in our Toddlers aged 2 – 3 years

33 children in our Pre-school aged 3 – 5 years

FEES

Our fee structure is based on day rates and a weekly rate. These are reviewed twice yearly and altered if necessary.

A refundable fee of \$20 is also applicable per family, to secure your name on our waitlist. This can be paid either via bank transfer or on your initial visit to the Service on inquiry.

Philosophy

Our Philosophy, which was created in consultation with families, staff and members of the community, is below.

Stuart Park Neighbourhood Child Care Centre (SPCCC) is a community based service offering education and care for children aged 6 months to 5 years. The Service has been an integral part of the Stuart Park community for 35 years and has built connections with other services that assist children and families. The Service's Management and educators have a strong commitment to the provision of a high quality service for all children and families.

Clear communication is valued as a mechanism for relationship building and instilling a sense of trust, truth and respect between the Service's Management, employees, parents, children and the community. Families are recognised and valued as their child's first educators and educators will work in partnership with families at all times.

The Centre is guided by the principles of the National Quality Framework (NQF):

- The rights and best interests of the child are paramount
- Children are successful, competent and capable learners
- Equity, inclusion and diversity underpin the Framework
- Australia's Aboriginal and Torres Strait Islander cultures are valued
- The role of parents and families is respected and supported

Best practice is expected in the provision of education and care services. Educators and the Service's Management continuously assess the practices at the Service against the standards and elements of the National Quality Standards (NQS) to identify and implement quality improvements.

The Service's curriculum is guided by the Early Years Learning Framework (EYLF) when developing goals to support each child's individual progress towards Learning Outcomes in relation to identity, community, wellbeing, learning and communication.

The EYLF describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Service has a strong emphasis on play-based

learning, and believes play is the best vehicle for young children's learning and provides the most appropriate stimulus for brain development. The Service's curriculum recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Children are viewed as capable and competent learners from birth and educators ensure that they support each child's participation in the program. The Service's curriculum is designed to stimulate children's natural wonder and exploration. By providing a mix of planned and spontaneous activities based on each child's skills and interests, educators will provide challenge and support for children to engage in and persevere at tasks and play.

From birth, children are connected to family, community, culture and place. The Service understands this and will work in partnership with families to acknowledge and explore the diverse cultural practices, lifestyle choices, home languages, backgrounds and traditions of each child's family structure and aims to provide opportunities for families to share their knowledge and skills. This assists the children to feel connected with their world and develop a strong sense of 'belonging'.

The Service acknowledges and respects our nation's first people and the need to interweave aspects of Aboriginal and Torres Strait Islander culture and practice within our program.

Educators are committed to developing an environment that is built around care and compassion towards children at the Service. By showing genuine affection, understanding and respect for all children this allows them to begin their journey of 'Belonging, Being and Becoming'.

The Service has a commitment to providing healthy and nutritious food and recognises the importance of nutrition in early physical and cognitive development.

The Service will continue to encourage on-going education, training and professional development and facilitate the development of strong team work. The Management Committee understands the importance of advocating for the role of educators within the community and the effect they have on the child and family unit.

The Service will continue to liaise with various external agencies including Early Childhood Australia, the Professional Support Coordinator NT and the NT Department of Education and Training to build professional relationships and provide the most current information and resources to staff and families. On-going learning and reflective practice will continue to enhance the quality of interactions and curriculum that we provide.

Source Documents

Education and Care Services National Law and National Regulations ACECQA 2011

Belonging, Being, Becoming. Early Years Learning Framework for Australia. DEEWR, 2009.

United Nations Convention on the Rights of the Child

Guide to the National Quality Standard, ACECQA 2011

Vacancies and eligibility

The Service ensures vacant places are filled in accordance with the following Federal Government's Priority of Access guidelines:

Priority 1	A child at risk of serious abuse or neglect.
Priority 2	A child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the Part A New Tax System (Family Assistance) Act.
Priority 3	Any other child.

Within these main categories, priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families.
- Children in families which include a disabled person.
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold or whose partner is on income support.
- Children in families with a non-English speaking background.
- Children in socially isolated families.
- Children of single parents.

Requests for priority 1 or 2 enrolment status may require evidence to support the claim, particularly in the event that a Priority 3 child needs to vacate a place to make room for a child with a higher priority. Parents will need to acknowledge and accept these conditions as set out in the Priority of Access guidelines at the time of enrolment. In the event that a place needs to be vacated it will be done in a last on first off basis and parents will be given at least 14 days' notice.

Curriculum

As an Approved Service we will provide a program that is:

- Based on and delivered in accordance with an approved learning framework (Belonging, Being and Becoming—The Early Years Learning Framework (EYLF) for Australia)
- Based on the developmental needs, interests and experiences of each child, and
- Takes into account the individuality of each child.

The educational program will contribute to the following outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to his or her world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

Our program is designed to support the philosophy of the Service, to comply with National Quality Standards and align with the Early Years Learning Framework.

The Service aims to assist children in becoming independent, self-confident individuals with the ability to think creatively, solve problems, develop skills of communication, work co-operatively with others and express their emotions in a socially acceptable way.

Food and Nutrition

Our Service aims to support healthy lifestyles, good nutrition and the wellbeing of all of children, educators and families and provides 3 meals throughout the day – Morning tea, lunch and afternoon tea. The Service also aims to support and provide adequately for children with food allergies, dietary requirements and restrictions and specific cultural and religious practices. This dietary information will also be provided to families so they can plan healthy home meals for their child.

The Service has a responsibility to help children attending the Service to develop good food habits and attitudes. By working with families and educators, we will also positively influence each child's health and good nutrition at home.

Transition to primary school

The Service does not offer a bus service to any pre-school program; however we do have a relationship with the Stuart Park Pre-school which supports parents who choose to send their children to an external pre-school. This can be discussed with the Nominated Supervisor if applicable.

To help children who will be moving to Transition or utilizing the Stuart Park Pre-school in the following year we will provide small excursions to the Stuart Park Primary School in the last term of school, assisting with familiarising children with the primary school and potential teachers.

Children's Safety

The Service takes our responsibility to provide a safe and caring environment for all children seriously. We believe that the safety of children is paramount at all times and aims to protect a child's right to be safe from abuse of any kind.

The Service aims to educate all parties about their roles in child protection and also about signs of abuse and ensure that all areas of child protection requirements are being met.

Thank you for your inquiry and we hope we can assist your family in the future.

Stuart Park Child Care Centre ☺