

Our Philosophy

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 believe 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.