

Annual Report 2010

Clare Valley Children's Centre



Our Values

Family, Team Work, Quality,
Life Long Learning, Fun



Staffing

- Director and Assistant Director
- Kindergarten - 1.5 Early Childhood Workers, 7 hours preschool support, 2 teachers,
- Child Care, 30 hours level 2 clerical, 32 hour fortnight Finance Officer, 4 Child Care Professionals Team Leaders, 3.3 Core Child Care staff, 10 part-time relief staff, 1 Cook.
- Core teaching staff have stayed the same in the over 4's over the last three years with new staff entering both over and under 2's rooms
- Acting Director Michelle Kloeden for first 6 months of 2010.
- New Director in July Amanda Iremonger



Learners

- 104 place integrated Community based Long Day Care and DECS Kindy
- 160 families

Kindergarten

- Average 75 eligible Kindy Children per term
- Families have a choice of morning or full days sessions
- Before and after kindy care
- Kindy children have a choice of hot lunches or bringing their own lunchboxes

Child Care 0-6yrs

- 16 Babies under 2 utilise our services throughout the week
- Over Two Room -32 children utilise our services throughout the week
- Over 4 children are integrated with the kindy children and programme. Both kindy and childcare staff work together as a team to meet all children needs and interests

Connections with the Community and feeder schools

- C&YH Health Checks
- High School children visited (read stories, shared goats, made us a healthy lunch)
- Transition children visited their schools. Feeder School teachers visited our site
- Meetings occurred with children receiving preschool support
- Children identified at risk were referred and staff liaised with DECS and Growing Health kids for advice and programmes
- Performance with Gums Childcare and OSHC "OOH LA LA"

What makes CVCC unique?

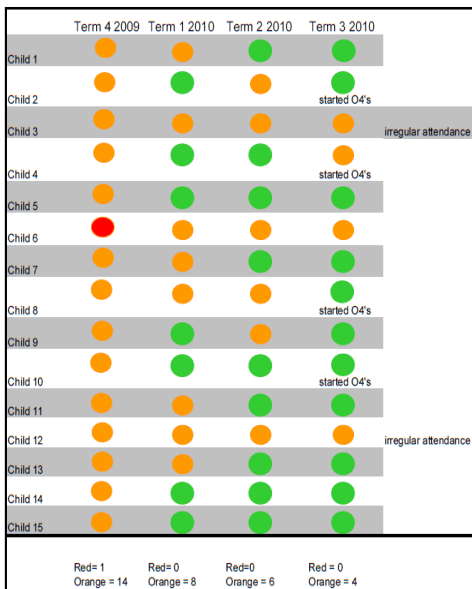
- Staffing above the staff ratio in the babies room
- All-together days
- Transition visits. We offer as many or little visits as needed for both families and children
- High Quality care



High lights

- Sleep over
- Opening of Over 2's outdoor learning area
- Performance Ohh La La
- All together days
- Family Fun day
- Passing Accreditation with High Standards
- Our self review process, we have been validated
- Participating in Christmas Pageant
- Start Right Eat Right training and accreditation
- Visit to Post office and Mitre Ten
- Watching our Veggie garden grow
- Listening to Mem Fox
- Visit from Japanese Students
- Music with Rhonda
- Hairlarious Day
- Teddy Bears Picnic
- Book Fair
- Stall at the show





Wellbeing data

We believe children who display high wellbeing will succeed in learning, therefore we collect data each term on children's wellbeing

KEY

GREEN Display high wellbeing

ORANGE children who need some intervention and staff have some concerns re there wellbeing

RED children at risk and are not coping in our setting

This data tracks the 15 out of 62 children who had orange or red lights in Term 4 2009.

- Out of the 15 children who received red or orange dots, only 4 remained orange after a year of collection

- Children who attended irregularly were the least likely to progress through the colours



Parent Survey

31 surveys returned from 150 families

1 Do you feel welcomed by staff in your child's room?

Yes **30** No **0** Sometimes **1**

Everyone is always so lovely

They are always informative on my child's day and how she has been during the day
always I like the fact that everyone knows my name

2 Do you generally feel welcome at Clare Valley Children's Centre?

Yes **31** NO **0** sometimes **0**

staff always use our names and welcome us in to the different rooms.

I think the staff are fabulous

Many people greet you upon entering the centre sometimes other parents too which is great
always made to feel welcome

Fantastic very personal warm and caring

3 What things are you happy with at Clare Valley Children's Centre?

Quality of care

The variety of activities set out for the children

feedback on the day is always available

great facilities and equipment

I happy with the structure it gives the activities the socialisation the variety of food for lunch

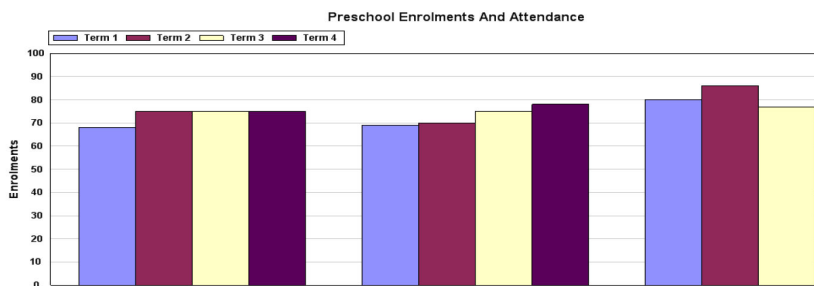
staff are second to none very helpful cant do enough for you and your child

Healthy food

learning stories

Attendance data

Based on attendances recorded in the two week reference period each term.
Excludes pre-entry



Child Care Utilisation	1st Quart	2nd Quart	3rd Quart	4th Quart
2008	39.5	42.7	40.3	36.4
2009	38.4	40.2	38.3	41.0
2010	35.58	38	37.85	37.84

We aim for our Utilisation to be an average of 40 spaces filled each month.

Accreditation and Validation

Our site went through both processes this year

We were highly accredited in September—After writing a self study, an assessor visited our site over two days and looked for evidence to meet the criteria of 702 indicators.

We were validated in November. Amy, Sandy, Jane and I presented a PowerPoint display to a panel of colleges and regional leaders of our self review processes.

VERY PROUD OF OUR EFFORTS

Set Directions- Site Learning Plan Priority 1 Literacy

Actions

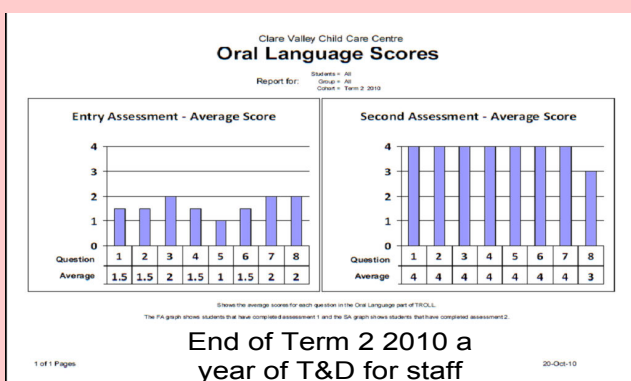
- Continue to focus on whole centre oral language development but with more specific strategies and monitoring of children's progress
- Use TROLL to collect information of Kindy children's oral language in 2010. Target children who are not making progress, or who are shown to need support.
- Promote 'Strive for 5" with staff and families throughout CVCC – this is a strategy promoted by speech pathologists to increase the amount of verbal exchanges with children. Eg you speak, they speak continue this until the conversation has gone between you 5 times.
- Focus on rhyme throughout CVCC – in our TROLL trial this was an area which we struggled to assess children on.
- Provide more training and development for staff in emergent literacy so that the staff team are more knowledgeable and to ensure that oral language becomes a high priority as a whole site focus.

Outcomes

- Staff received training in emergent literacy through staff meetings
- All staff made a commitment to implement the "Strive for 5" strategy of involving children in interaction that involve at least 5 turns.
- We collected data to ensure all children were having interactions with at least one staff member
- A stimulating programme was offered to enhance children's oral language
- Staff monitor children's oral language using the TROLL tool
- Children at risk identified and put in small groups to work with a staff member
- Rhyme was an area identified that staff needed to know more about-training occurred and visit to another preschool with a strong rhyme focus
- Old Toy library room converted into library for books

Recommendations

- To collect data to ensure staff are interacting with all their focus children
- Continue training and development in emergent literacy and share this information with parents through management meetings and newsletters
- Parent information session on oral language –apply for PIE grant



Strive for Five!

Ensure that you are fostering solid relationships and building language and speech skills by engaging children in five way conversations.



Think about your conversation

Comment, make observations, share something about yourself.

Extend thinking, challenge opinions.

Give answers and ask open-ended questions.

	Term 4 2009	Term 1 2010	Term 2 2010	Term 3 2010
Child 1	Red	Orange	Green	started O4's
Child 2	Orange	Green	Green	
Child 3	Red	Orange	Green	
Child 4	Orange	Green	started O4's	
Child 5	Orange	Green	Green	
Child 6	Orange	Orange	Orange	Green
Child 7	Orange	Orange	Green	
Child 8	Orange	no longer attending		
Child 9	Orange	Orange	Orange	started O4's
Child 10	Red	Orange	Orange	Orange

Red= 2 Red= 0 Red=0 Red = 0
Orange = 8 Orange = 6 Orange = 4 Orange = 4

Speech and Language data

Key

- Red children will major language difficulties
- Orange children with some language difficulties
- Green Children with good communication skills

This data tracks children who Received a Red or Orange dot in Speech and Language in Term 4 2009.

- This was 10 out of 62 children.
- No children remained on a red dot
- Over ½ of the children progressed from red/orange to green
- Transition had varying results on a child's progress
- Progress in Speech and Language takes longer than progress in wellbeing

Accreditation and Validation

Our site went through both processes this year

We were highly accredited in September—After writing a self study, an assessor visited our site over two days and looked for evidence to meet the criteria of 702 indicators.

We were validated in November. Amy, Sandy, Jane and I presented a PowerPoint display to a panel of colleges and regional leaders of our self review processes.

VERY PROUD OF OUR EFFORTS

Set Directions- Site Learning Plan Priority 1 Literacy

Actions

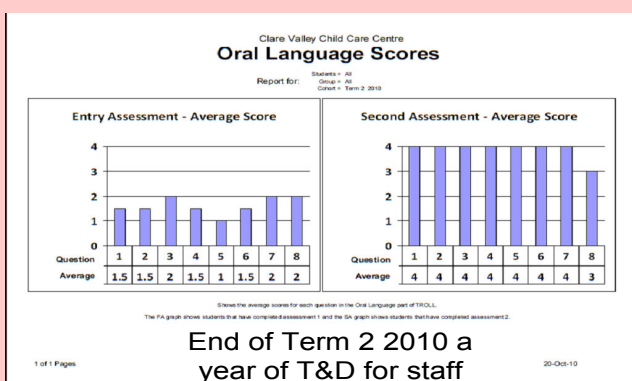
- Continue to focus on whole centre oral language development but with more specific strategies and monitoring of children's progress
- Use TROLL to collect information of Kindy children's oral language in 2010. Target children who are not making progress, or who are shown to need support.
- Promote 'Strive for 5" with staff and families throughout CVCC – this is a strategy promoted by speech pathologists to increase the amount of verbal exchanges with children. Eg you speak, they speak continue this until the conversation has gone between you 5 times.
- Focus on rhyme throughout CVCC – in our TROLL trial this was an area which we struggled to assess children on.
- Provide more training and development for staff in emergent literacy so that the staff team are more knowledgeable and to ensure that oral language becomes a high priority as a whole site focus.

Outcomes

- Staff received training in emergent literacy through staff meetings
- All staff made a commitment to implement the "Strive for 5" strategy of involving children in interaction that involve at least 5 turns.
- We collected data to ensure all children were having interactions with at least one staff member
- A stimulating programme was offered to enhance children's oral language
- Staff monitor children's oral language using the TROLL tool
- Children at risk identified and put in small groups to work with a staff member
- Rhyme was an area identified that staff needed to know more about-training occurred and visit to another preschool with a strong rhyme focus
- Old Toy library room converted into library for books

Recommendations

- To collect data to ensure staff are interacting with all their focus children
- Continue training and development in emergent literacy and share this information with parents through management meetings and newsletters
- Parent information session on oral language –apply for PIE grant



Strive for Five!

Ensure that you are fostering solid relationships and building language and speech skills by engaging children in five way conversations.



Think about your conversation

Comment, make observations, share something about yourself.

Extend thinking, challenge opinions.

Give answers and ask open-ended questions.

	Term 4 2009	Term 1 2010	Term 2 2010	Term 3 2010
Child 1	Red	Orange	Green	started O4's
Child 2	Orange	Green	Green	
Child 3	Red	Orange	Green	
Child 4	Orange	Green	started O4's	Orange
Child 5	Orange	Green	Orange	Green
Child 6	Orange	Orange	Orange	Green
Child 7	Orange	Orange	Green	Green
Child 8	Orange	no longer attending		
Child 9	Orange	Orange	Orange	started O4's
Child 10	Red	Orange	Orange	Orange

Red= 2 Red= 0 Red=0 Red = 0
Orange = 8 Orange = 6 Orange = 4 Orange = 4

Speech and Language data

Key

- Red children will major language difficulties
- Orange children with some language difficulties
- Green Children with good communication skills

This data tracks children who Received a Red or Orange dot in Speech and Language in Term 4 2009.

- This was 10 out of 62 children.
- No children remained on a red dot
- Over 1/2 of the children progressed from red/orange to green
- Transition had varying results on a child's progress
- Progress in Speech and Language takes longer than progress in wellbeing

Priority 2 Outdoor learning

Targets

- To complete the Baby/O2 yard redevelopment
- That children with identified gross motor delay are programmed for and show progression during their time at the centre
- To provide more opportunities for imaginary play in the outdoor space

Actions

- Complete Stage 3 of Outdoor redevelopment
- To trial different observation tools to measure children's engagement
- Purchase new equipment for gross motor activities
- Give staff the opportunity for T & D on outdoor learning environments

Outcomes

- HSBS Assessment Tool and Outdoor Checklist showed proof of improvement
- Children appeared to be more settled in the outdoor yard- issues with older children playing safely with younger alleviated.
- Staff reported feeling more excited and imaginative about 'setting up' for outdoor play
- More open ended play experiences occurred rather than using equipment that can only be used for one thing.

Recommendations

- Continue use of Play Space Assessments
- Use Respect, Reflect, Relate Involvement Scale to measure children's actual engagement in space
- Continue to provide staff with resources, new ideas, training and stimulation and to encourage use of the Play Space Planner
- Target resources to ensure we have equipment that facilitates development



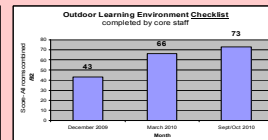
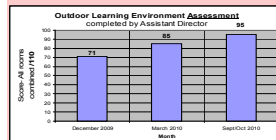
"You can do it program"

- Resilience
- Persistence
- Organisation
- Confidence
- Getting Along

Kindy children were reintroduced to the programme. Children and families are now using the vocabulary. Data was collected on the disposition confidence.

Recommendation for 2011 to collect data on another disposition

Assessment Tools



These results show a steady improvement in environment. For March improvement is seen across all areas, with more opportunities provided for children.

September's continual improvement includes the completion of the redevelopment and therefore provides an indicator of the benefits of this.

At child care.....I like

"taking my baby and playing with my baby here"

"doing some shredding"

"reading stinky Bertie"

"painting"

"playing with the trains and going through the tunnel"

"riding the scooter"

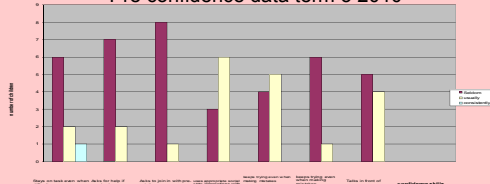
I learn

"how to go to kindy"

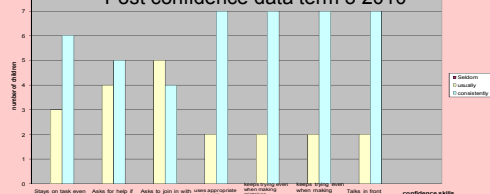
"count one day"

"to run really fast"

Pre confidence data term 3 2010



Post confidence data term 3 2010



Priority 3 Partnerships with families

Targets

- To strengthen parent attendance and participation at centre events, fundraisers and their children's learning by 50%.
- Increase the CVCC community's understanding of the management committee and their role at the centre

Actions

Send a welcome letter to new families from the management committee explaining their role and how parents can be involved at the centre.

Staff encourage families to make comments in the "parent voice" section.

Kindy interviews to be completed in the first or second term of full time Kindy.

Trial a working bee B.B.Q to see if we can encourage families to be involved.

Outcomes

Parents have responded positively to the parent voice opportunity sharing information from home with staff

Newsletters continue to share information about learning in particular this year about literacy and the importance of oral language.

Working bees have been well attended

Introductory letter from Chairperson of the management committee is given to new families in their first weeks at the centre

Kindy interviews have been well attended by parents. In term 3 interviews we introduced- staff talking about set goals for their child.

Lots of little fundraisers seem to be supported by some parents

Recommendations

Look at how we can share children's Profile books with families send home at the end of each term ,

open mornings to share books

Provide one large fundraiser

Reminder about events and newsletters by email

Family tree idea -each

management committee member

to have a team of approx 10

people to contact re events and

concerns and be someone they

can contact if need be.

Target resources

Recommendations

- Café blinds fixed
- Carpets
- Repair shades
- Pin up boards in library
- Mirrors (supervision)
- sound system to aid hearing

Grants

•FRRR (Foundation for rural & Regional Renewal). We received \$5000. We put this money towards new carpet in the kindy room

•Green School Grant (\$1000) and Fosters(\$500) . We put this money towards sensor taps in the over 2 room.

•Telstra grant (\$1200). We put this towards the out door area

Fundraising

Family Fun Day	\$1026.35
Bulbs	\$275.00
Sleepover	\$657.59
Calendars	\$18.00
Beddy bears	\$518.00
Show	\$574.00
Photos	\$231.00
Champagne	\$1590.00
Plates	\$237.00
Pavers	\$111.18
Tour Down Under	\$888.37
Misc	\$9.50
TOTAL	\$6137.15

