

# Emu Community Children's Centre Inc

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## PHILOSOPHY

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### AIM

The staff and parents of the Emu Community Children's Centre Inc. will work together to provide high quality care for the families within our community. Every child is provided with opportunities to be a part of positive experiences throughout their childhood. Our centre will support this through providing a fun, secure and inspiring environment to meet the needs of the children and their families.

### PROCEDURE

#### **For the Children**

Our belief is that all children are unique. We recognise that all children learn at individual rates through play, first hand experience, modeling and imitation.

We will plan programs that meet the needs of individuals and groups. All programs are designed to promote learning, foster self esteem and incorporate children from different backgrounds and children with special needs.

In providing an aesthetically pleasing environment we feel that children will be encouraged to use and develop to their fullest potential. All materials and experiences provided for the children will enhance existing skills and promote discovery, exploration and individuality.

The centre uses the support of other professional agencies and specialists to assist with the ongoing needs of individual children.

#### **For the Staff**

The centre will employ high quality professional staff, who will meet the needs of children, families and the wider community.

The centre endeavors to provide a range of professionals and assistant staff that hold appropriate skills and experience in working with young children. All staff are encouraged to identify their own professional development needs and be given opportunities to develop their skills by attending workshops and to share their knowledge with other members of the team. By providing a work environment where staff feel respected, valued, supported, consulted and informed, they will work to the best of their abilities. They will endeavour to provide new and exciting opportunities for themselves, other staff, children, families and the wider community.

Resources and toys are provided at children's level to give opportunities for children to choose their own play experiences; there are also areas where children can find a balance of quiet and more active experiences. Routines and individual programmed activities are flexible to allow the children to make choices and initiate their own learning experiences.

The centre will adopt a child centred approach that uses ongoing observational records for planning activities and learning environments. Learning is most effective when activities combine child interests and bridge former experiences.

Communication is vital to establish the needs and wants of all involved in the centre, for effective working partnerships.

### **For the Family and the Community**

Parents are the most important people in their child's life and should be involved as much as possible in making decisions about their child's day.

Families are encouraged to take an interest in the centre's program by providing feedback and information or visiting the centre to share something special with the children and staff. Parents are also invited to speak with staff either formally or informally regarding their child's development.

We acknowledge and appreciate children and their families come from a wide range of backgrounds and cultures. The centre will collect information from families regarding their interests, celebrations and aspects from their families' background that they would like incorporated into our programs.

This statement will be evaluated annually by parents and staff and the management committee to ensure that we are meeting the needs of our children, families and current child care practices.

### **Evaluation**

This policy is viewed to be effective when:

- A high level of care is provided for both children and their families

### **References**

The Policy Handbook-Developing policies in child care, Kathleen McNamara, 1995  
Licencee's Handbook – A Guide to Children's Services (Child Care) 1998

Reviewed May 2003

Review December 2004

Reviewed and Re-developed August 2005

Reviewed April 2006

Next Review April 2007

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