



## **2-3 GROUP BOOKLET**

"Play is a child's life and the means by which they come to understand the world they live in." Susan Issacs

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## WELCOME TO THE 2-3 GROUP

As your child's educators, we have compiled a booklet containing valuable information about your child's development and the program in which they participate daily.

### SETTLING IN PROCESS

When your child is new and is settling in to childcare for the first time we suggest that parents abide by the settling in process. This states day by day the routine your child should follow in order to settle in efficiently.

The Greek Orthodox Community Childcare Centre is a new experience for children and families. It is a completely new environment with unfamiliar educators, therefore the settling procedure is important and beneficial for your child. With family support, anything is possible.

### SETTLING IN PROCESS 2-3 YEARS

Due to many years experience of settling new children into our daily routine, we have found the following settling-in procedure to be beneficial to all children and their families.

- **DAY 1:** An introduction of approx. 2 hours for the child accompanied by a parent/guardian, to become familiar in this new environment.
- **DAY 2:** Parent/Guardian leaves child for 2 hours (depending on each individual child). We encourage you to keep in contact to feel more at ease.
- **DAY 3:** Child arrives at approx. 9am and participates in all daily experiences and enjoys lunch with us. Recommended pick up time - 12:30pm
- **DAY 4:** After a fun-filled day of activities, your child will rest on their stretcher. Pick up time - 2:30pm.

Early pickups are recommended at 3:30pm for the first weeks to ease the child into the process of childcare and separation from their loved ones.

Parents please be aware that the settling in procedure will vary catering to the individual needs of each child. We look forward to creating a fun learning environment for all children to enjoy and interact through play.



## **PHILOSOPHY**

- We believe that educators should create a home away from home environment.
- We believe that each child should be treated as an individual and to allow each child to develop at their own pace.
- We value each child's family beliefs, values and thoughts and we treat all information given as confidential.
- To create a warm and happy atmosphere and routine that is flexible.
- We value parent's opinions and encourage them to interact within their children's program.
- We believe that children should be given opportunities to develop and learn through play.
- We believe that the environment should be set up in an aesthetically healthy, safe and challenging way, so that the children can advance in all developmental areas.
- We believe that the children should respect their natural environment.
- We believe that the children are able to adapt the program and environment to the individual abilities, interests and needs of each child.
- We believe that it is important to focus on the process of learning not simply on the product of learning.
- We believe that the educators should use positive guidance techniques.
- We believe working as a team member promotes positive working relationships.
- We believe that children should learn about other cultures and be exposed to multi-cultural experiences, in order to develop an understanding and respect for them.
- We believe that multiculturalism should be integrated into the curriculum.

## **2-3 THEAS**

**Stephanie Kypriotis**

**Certified Supervisor – Group Leader**

**3-5 Kindy Pre Prep Room**

**Diploma in Early Childhood Education and Care.**

I believe that each child is unique in their own way and that they have the right to learn. Each child should feel they have a sense of community and receive a positive learning journey, which enables children to develop solid relationships, I believe it's important every child has a sense of belonging within their classrooms, with their friends and their teachers. I believe that learning always happens when a child is playing. My goal is to support children holistically and help them learn through play.

**Antonia Florentzos**

**Assistant Educator 2-3's**

**Qualifications: Certificate 3 in Early Childhood Education and Care**

**Studying the Diploma in Early Childhood Education and Care**

As an educator my goal is to make sure every day is an enjoyable and exciting day for the children, where I can provide opportunities for the children to learn through play, create,

explore, discover, imagine and have fun. I believe that every child is unique and has different needs that I will always strive to cater for. As an educator I will value and expand each child's, skills, abilities, strengths, interest and knowledge to extend on their learning.

*"Teaching is not about answering questions but about raising questions – opening doors for them in places that they could not imagine."*

~ Yawar Baig

**Sheetal Patel**

**Assistant Educator 2-3's**

**Qualifications: Certificate 3 in Early Childhood Education and Care**

**Studying the Diploma in Early Childhood Education and Care**

I believe that as an early childhood educator I am responsible for providing infants, toddlers and young children with positive learning experience. I strive to model respect and care for children. I come in contact with children have the right to have their needs met and receive the proper education while in the care of their caregiver.

Children are motivated to learn opportunities to make choice in an environment that is enriching and stimulating.

Children are curious from infancy and have a desire to learn from their environment and these around them. Child choose many of their activities according to the care taker.

Such as:-

- Activities are hands on and faster higher order thinking.
- Diverse interests and needs are accommodated.
- Activities are purposeful eg:- dictating and some thank you notes to a class guest.
- Technology is integrated in developmentally appropriate ways (eg: words)

**Maranda Argyris**

**Assistant Educator 2-3's**

**Qualifications: Studying the Diploma in Early Childhood Education and Care**

My goal is to support each and every child through providing a calm and nurturing environment where they are encouraged to learn, play, build relationships and social skills, and are educated each day through hands on play and intentional teaching. I believe that every child's culture and family background should be celebrated and each child under my care will be treated as an individual, and will always feel like an important part of our group. They will learn and grow through play, free exploration, their own interests, and interactions with other children. I believe that children are the most precious and unique gift and one of the world's most valuable resources, and I look forward to adding to that value. "No significant learning occurs without a significant relationship," - Dr. James Comer.

**2-3's FLEXIBLE ROUTINE**

7:30	Centre Opens
7:30 - 8:30	Indoor activities (can be combined with the 3-5 children)
8:30 - 9:40	Programmed indoor activities
9:40 – 9:55	Language sessions or educational TV time
9:55 - 10:00	Washing hands for Morning Tea

10:00 - 10:30	Morning Tea Time
10:30 - 10:50	Toileting and or nappy change
10:50 - 11:00	Music and Movement
11:00 - 11:55	Outdoor play time
11:55 – 12:00	Transition to lunch including washing hands
12:00 - 12:40	Lunch Time
12:40 - 1:00	Toileting and or nappy change
1:00 - 3:00	Rest Time
3:00 - 3:30	Toileting and or nappy change
	Encouraging Self-help skills - Dressing with Shoes
3:30 - 3:50	Afternoon Tea Time
3:50 - 4:30	Outdoor play time
4:30 - 4:45	Toileting and or nappy change
4:45 - 5:30	Quiet indoor activity time
5:30	Centre Closes

**PLEASE NOTE: Routine is flexible and likely to change due to the children and their spontaneous choices on the day/our intentional teaching experiences/seasonal changes/planned morning classes.**

**Indoor and outdoor play will depend on the weather.**

**\* Cheeky Monkey Class – Monday Mornings (during the school term)**

#### **BENEFITS OF ARRIVAL TIME**

We have found that when your children arrive at a suitable time (before 10am), they are better able to participate in our planned program. Our program caters for each child's abilities, needs and interests which are carried out through various activities and experiences.

#### **DAILY REQUIREMENTS IN THE 2-3s ROOM**

- As parents it is essential that you sign your child in and out, upon arrival and departure on our icheck-in app on the tablet.
- Two (2) pieces of fruit per day are required from each child. This fruit is then cut up by our cook and shared amongst the group of children.
- Bag to fit into a locker (this bag must be child accessible and named)
- Sheets with a sheet bag to fit our stretcher beds (cot size sheets & as a sheet bag: a named pillow case or drawstring bag to place them in)
- A spare variety of clothes in their bag eg: t-shirts, shorts, skirts. (Subject to seasonal change)
  - Children often get wet or dirty exploring and experimenting in their environment
  - Children may dirty their clothes at meal times (We do not use bibs in this room)
  - During toilet training a selection of spare clothes is needed in case of accidents
- A Sun protective hat (named)
- A substantial amount of nappies (a box or enough for at least 5 per day)
- Spare training pants/underwear (if your child is at that stage in toilet training)
- Named Water Bottle
- A big reminder to take time to read children's daily report, routines, room notices, check the daily photo collage on storypark and any other information regarding your children or the group.

**PLEASE NAME ALL OF YOUR CHILDREN'S BELONGINGS BEFORE THEY ARE BROUGHT TO  
KINDY 😊**

Please inform the educators in the room regarding your child, for example if your child has had a bad night, was upset, not feeling very well, is enthusiastic because it's your birthday, or that they are going somewhere exciting. All of this information is important in their lives and we would like to know about them, so we can be part of their lives also.

**BABY PHOTOS & FAMILY PHOTOS**

As part of our program through the year we ask for both a family photo/s and baby photo. With these photos we will have various language experiences which will help to develop your children's self-confidence and vocabulary. Your photo may be just immediate family or one with grandparents, aunties, uncles, cousins, good friends.....even pets. Feel free to send a variety! To make this easier we are encouraging everyone to email their photos straight to us with a description of who is in the photos! Thank you!

Email: [ccstaff@gocstgeorge.com.au](mailto:ccstaff@gocstgeorge.com.au)

**RULES AND GUIDELINES OF THE 2-3 ROOM**

- We walk inside the room.
- We sit while we are eating and drinking.
- We encourage that chairs are for sitting.
- We use soft voices inside.
- We encourage children to tidy up through positive guidance.
- We turn the pages of a book very carefully.
- We encourage children to sit at the table when working with scissors.
- We encourage lids to be replaced on felt pens.
- We encourage self help skills.
- Play appropriately with centre equipment.
- We encourage children to begin sharing behaviours.
- We use gentle hands and gentle actions with our friends and Thea's.
- We use kind words with our friends and Thea's.
- We use our listening ears to hear what our Thea's and friends are telling us.

**FAMILY INVOLVEMENT IN THE 2-3 ROOM**

Family are the most important people in our children's world. They are also their children's first and primary teachers. Research confirms that the most effective early childhood programs are those which involve family in meaningful ways:

- An effective partnership begins with mutual respect and trust.
- We promote an open door policy and welcome all family to visit us. By participating, families can see for themselves how teachers interact with children to promote learning and growth. Children who see their families playing a new role find this exciting and a source of pride.
- Feel free to express any ideas about the programs to your Educators.

- Tell us about anything exciting that is happening at home and we can incorporate it into our program.
- This partnership helps ensure that the program will address the needs of each child and that learning and growth will be supported at home.

To nurture this partnership ongoing communication is essential. To communicate with your child's educator about your child's day is an everyday activity.

### **GOALS FOR THE 2-3 CHILDREN**

FOR THE CHILDREN TO:

- Develop self help skills
- Develop self confidence skills
- Develop good listening skills
- Experience a program that stimulates learning across all areas of development
- Develop good working habits
- Solve their own problems
- Express themselves using their words
- Increase their vocabulary through play
- Develop their concentration skills
- Develop fine motor skills
- Develop hand eye co-ordination
- Work independently and in a group
- Share and co-operate with others
- Improve gross motor skills through balance ie: climbing, swinging, sliding, balancing and jumping
- Develop their spatial awareness
- Develop dramatic expression
- Develop a sense of their personal and social selves
- Experience a program that stimulates learning
- Have a positive attitude to learning
- Have opportunities to solve problems
- Initiate their learning
- Experience a range of opportunities for creative expression

### **THE CURRICULUM**

As early childhood educators, we are guided by the Early Years Learning Framework. This states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The focus of the E.Y.L.F. (Early Years Learning Framework) is Being, Becoming and Belonging through the following outcomes:

#### **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**

- Children feel safe, secure, and supported

- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

#### **OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

#### **OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

#### **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

#### **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The Framework has been designed for use by early childhood educators working in partnership with families.

#### **PLANNING AND PROGRAMMING**

Planning and programming is an important tool which further develops the needs of the children in all areas of development. Observations are the basis for planning; by observing the children it allows us to record which stage of development they are at and allows opportunities to further plan activities that may interest them.



Planning, programming and reflections are completed on a weekly basis to ensure all children are included and planned for. Planning begins with an observation that is analysed, and then an objective is formed in order to develop children needs and abilities. Effective planning allows you to keep track of what is happening in the classroom. Written plans and programs provide a record of the curriculum over a period of time. These plans help us chart the progress of individual children and the group as a whole. The program is added to each and every day which states the activities as they are planned and implemented and the objectives that are to be met. Please look to Storypark for our daily write ups and photos about the activities of the day!

### **WHY CREATIVE ACTIVITIES IS IMPORTANT**

Most young children naturally delight in creative activities. They love the process of applying paint to paper and gluing things together. Working with art materials offers children opportunities to experiment with colour, shape, design and texture. As they engage in creative art activities, children develop an awareness and appreciation of pleasant sensory experiences which is the beginning of aesthetic development. For young children, the process of creating is what's most important, not what they actually create. Artwork benefits all aspects of children's development and it is an outlet that lets children convey what they may not be able to say in words. Art is enjoyable and satisfying for your children. It enables them to learn many new skills, express themselves, appreciate beauty and have fun all at the same time.

### **WHY COOKING IS IMPORTANT**

Cooking enables children to explore the world of food first hand. As children melt cheese they learn about science. As they measure a cup of milk they learn about measurement and volume. As they stir different ingredients, knead biscuit dough, they develop physical skills and increase their vocabulary. One of the most appealing aspects of cooking for children is that it is one of the few activities in which they are allowed to do the same thing that adults do. In block corner they make pretend roads and bridges. In home corner they imagine they are parents, teachers, doctors and nurses. In cooking, they have an opportunity to behave just as grown-ups do "A rare treat for Children".

### **WHY BLOCKS ARE IMPORTANT**

Blocks are standard equipment for early childhood classrooms and they are essential to implementing the "Creative Curriculum". Block building is important to all the areas of development and gives each child the opportunity to create what they desire, with this open-ended piece of equipment.

### **WHY OUTDOOR PLAY IS IMPORTANT**

Outdoor play is an important part of our curriculum. When the children are outdoors, they like to run, jump, swing, climb and use all the large muscles in their bodies. They need space to work out and let off steam. They can race around, breathe fresh air, look at the clouds or catch a ball or a bug. They not only satisfy their physical needs for large muscle activity but also develop a sense of wonder about the miracles that take place in nature.

### **WHY HOME CORNER IS IMPORTANT**

Home corner is a very important part of our classroom. The work children do in home corner is called "Dramatic Play or Pretend Play" and it is in this area that the children make believe about a wide variety of topics.

### **WHY TABLE TOYS ARE IMPORTANT**

Table toys include puzzles, various table blocks and other small construction materials that children can play with at a table or on the floor. It's an activity that children can do alone, with a friend or with their Educator. Children grow in all areas of development as they play and manipulate table toys. They also learn many new skills and concepts including:

- Sorting and Classifying things according to their own categories
- Judging distance, direction, right and left, up and down
- Describing what they are thinking and doing

### **WHY BOOK AREA IS IMPORTANT**

It is a place to get away from the more active interest areas where they are able to relax in a soft environment and enjoy the wonderful world of literature. Exposure to books and storytelling helps children to understand that their feelings, fears, questions and problems are not only unique to them. Acquiring a love for books is one of the most powerful incentives for children to become readers. When stories are told in an animated way and with props, storytelling can fascinate children as much as their favourite books.

### **TOILET TRAINING**

Our nappy routine is to sit each child on the toilet from their first weeks in the 2-3s! We start this early to familiarise the children with our little toilets and show them that they are fun to sit on and easy to use! This partners well when toilet training is also practiced at home and when that child is confident wearing underwear, we will continue this at kindy too. Please don't hesitate to ask us if you have any questions. Each child learns at their own pace, but we encourage families to start as soon as they see progress.

### **EARLY YEARS LEARNING FRAMEWORK**

A new, national early learning framework for children from birth to five years  
What is this new learning framework about?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

### Play is learning

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework. By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

### Relationships are key

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn. In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

**"I want my child to have lots of opportunities for creative play"**

### How will it work?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

### Watching your child's progress

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child. They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them. Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

### Working together

By working together parents and educators can enhance a child's learning and wellbeing. As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning. Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

“The learning outcomes are positive and help me to think about how my child is progressing”  
The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family.

National Quality Framework - how can it help me?

**Fact: Research shows quality early education and care leads to better health, education and employment outcomes later in life.**

### National Quality Framework

The National Quality Framework aims to improve the quality of early childhood education and care services in Australia.

Providing children with quality experiences early in life can lead to better health, education and employment outcomes, building a productive and fair Australia.

The National Quality Framework includes legal requirements that all services must comply with. These include requirements for:

- the number of staff and their qualifications
- ensuring children’s health and safety
- service space and layout
- the quality of developmental and learning experiences for children.

#### What services are included?

- Long day care
- Family day care
- Preschool/kindergarten (apart from Tasmania and WA)
- Outside school hours care.

### National Quality Standard

The Greek Community Childcare Centre has been rated as **EXCEEDING**

The National Quality Framework sets a higher national quality standard to encourage services to continue to improve their programs and practices.

Services are assessed and rated against seven quality areas of the National Quality Standard:

1

#### Educational program and practice

Your child is supported to participate in play and learning

2

#### Children’s health and safety

Your child is protected from illness and hazards

3

#### Physical environment

Your child plays in a safe and well maintained environment

4

#### Staffing arrangements

There are enough qualified staff to give your child the attention they need

5

#### Relationships with children

Your child is made to feel supported and welcomed

6

#### Collaborative partnerships with families and communities

Local community involvement and respect for the beliefs and values of families

Your child is cared for in a positive and well managed environment

To know more about these quality areas, and how they impact your child and quality of education and care, read our factsheet on [understanding the NQS for early childhood education and care services](#).

#### How do services get a quality rating?

Assessors will visit each service to rate it against the seven quality areas of the National Quality Standard.

The quality areas are made up of standards and elements that describe what research shows are the most important parts of a quality early education and care service.

Services receive a rating for each of the quality areas and an overall rating based on these results.

Services must display their ratings.

#### How are most services rated?

The services will receive one of the following ratings:

- Significant Improvement Required
- Working towards NQS
- Meeting NQS
- Exceeding NQS
- Excellent

Understanding the National Quality Standard for early childhood education and care services

The National Quality Standard (NQS) has seven quality areas that are important for better health and education outcomes for children. Early childhood education and care services are assessed and rated against the NQS by regulatory authorities in each state/territory.

This factsheet explains the NQS quality areas (QA) and how they impact your child and the quality of education and care across long day care, family day care, preschool, kindergarten, and outside school hours care services.

#### QA 1 - Educational program and practice

Educators develop and deliver education and care programs based on the culture, interests, abilities and needs of each child at the service. The program at your child's service should reflect your child's interests, meet their needs, and evolve over time to support their learning progress. Each service will meet the standard in different ways to suit their unique circumstances, but there are some quality markers that you can look for:

- each child has the opportunity to develop their particular interests
- children are encouraged to express ideas and participate in decisions about their program
- the educators recognise that your child is competent and capable even if they need some extra support
- the diversity of the children at the service is reflected through learning opportunities
- all aspects of the program, including routines, maximise children's learning.

#### QA 2 - Children's health and safety

Being healthy helps your child actively participate in a learning environment. Educators and other staff must take every reasonable step to protect your child from harm and hazards, illnesses and injuries, and children must be adequately supervised at all times.

Your child should be given daily opportunities to be physically active and practice new skills, both indoors and outdoors.

QA 2 supports your child's wellbeing. When children have a strong sense of wellbeing, they feel secure and can be fully engaged in learning. Depending on your child's age, educators will help them learn about healthy lifestyles including nutrition, hygiene, physical fitness, emotions and social relationships.

Some quality markers that you can look for:

- educators providing for children's wellbeing and comfort e.g. appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- communication with families about health practices and procedures e.g. if there is an outbreak of an infectious illness
- physical activity built into the educational program every day
- healthy menus
- support for breastfeeding mothers.

### QA 3 – Physical environment

Services need to design their indoor and outdoor spaces to provide accessible and age-appropriate opportunities for each child to learn, play and develop their skills. The premises doesn't need to be purpose-built, but should be suitable for their purpose. Furniture and equipment can be used in creative ways to meet children's needs, ensuring the environment is also safe.

The physical environment needs to promote inclusiveness, so that each and every child can take part in play and learning. Educators plan spaces that support children to become physically competent, to explore their environment independently, and to learn through play.

Some quality markers that you can look for:

- children exploring, experimenting and creating in indoor and outdoor environments
- rooms and play spaces that are safe and in good condition
- adequate materials and learning resources for all children.

### QA 4 – Staffing arrangements

The educators and staff at your service play a critical role in your child's learning and development. The NQF has requirements for the qualifications of educators.

Legal requirements for [educator to child ratios](#) ensure adequate supervision for safety, welfare and wellbeing of children, including excursions, and allow each child's learning and development needs to be met. The ratios are different depending on the age of the children, and some states and territory have different requirements.

A service's quality also improves when staff practice open and transparent communication.

Some quality markers that you can look for:

- suitably qualified and experienced educators, coordinators and staff members
- staffing practices that reflect the philosophy of the service
- educators treating one another with respect, and working well together.

### QA 5 – Relationships with children

All children need to know that others care about them, and are interested in what they do, think and feel. This is essential for their wellbeing, learning and development.

Educators are responsible for developing positive relationships with every child by being responsive to and respectful of their needs and ideas. Their interactions should be warm and meaningful, building trust and self-esteem. The goal is for your child to feel secure, confident and included.

Children will be supported to build strong positive relationships with each other. When children play and learn together, they can build their skills in problem-solving, negotiation and decision-making.

Your child's educators should be role models for children by demonstrating and encouraging positive behaviour and the development of strong relationships.

Some quality markers that you can look for:

- an atmosphere that is generally relaxed and happy
- children displaying kindness and compassion
- educators and children engaged in genuine and meaningful conversations.

### **QA 6 – Collaborative partnerships with families and communities**

You are your child's first teacher and their biggest influence. Research shows that the quality of education and care children receive is enhanced when families and educators develop respectful, supportive relationships and work in partnership.

Your child's service should also work to engage with the local community to build your child's sense of belonging in the wider world.

You should start by telling the educators about your child's interests, strengths and abilities and give them regular feedback about how well their program is meeting your child's needs.

Some quality markers that you can look for:

- effective enrolment and orientation processes and access to current information
- educators communicating respectfully with you
- educators informing you about your child's learning and development
- families being involved in decision-making and being able to express concerns freely
- educators supporting and empowering you in your role.

### **QA 7 – Governance and Leadership**

Effective leadership and service management contributes to a positive workplace culture and a safe and healthy learning environment for children. Governance refers to the systems in place that support the effective management and operation of the service, consistent with the service's statement of philosophy.

To achieve the best outcomes for children and families, a service requires a skilled and engaged workforce, thorough administrative and risk management systems, well documented policies and procedures, and a safe and healthy learning environment for children.

A service with an ongoing cycle of self-assessment, planning and review, including engagement with families, creates the climate for continuous quality improvement in children's education and care.

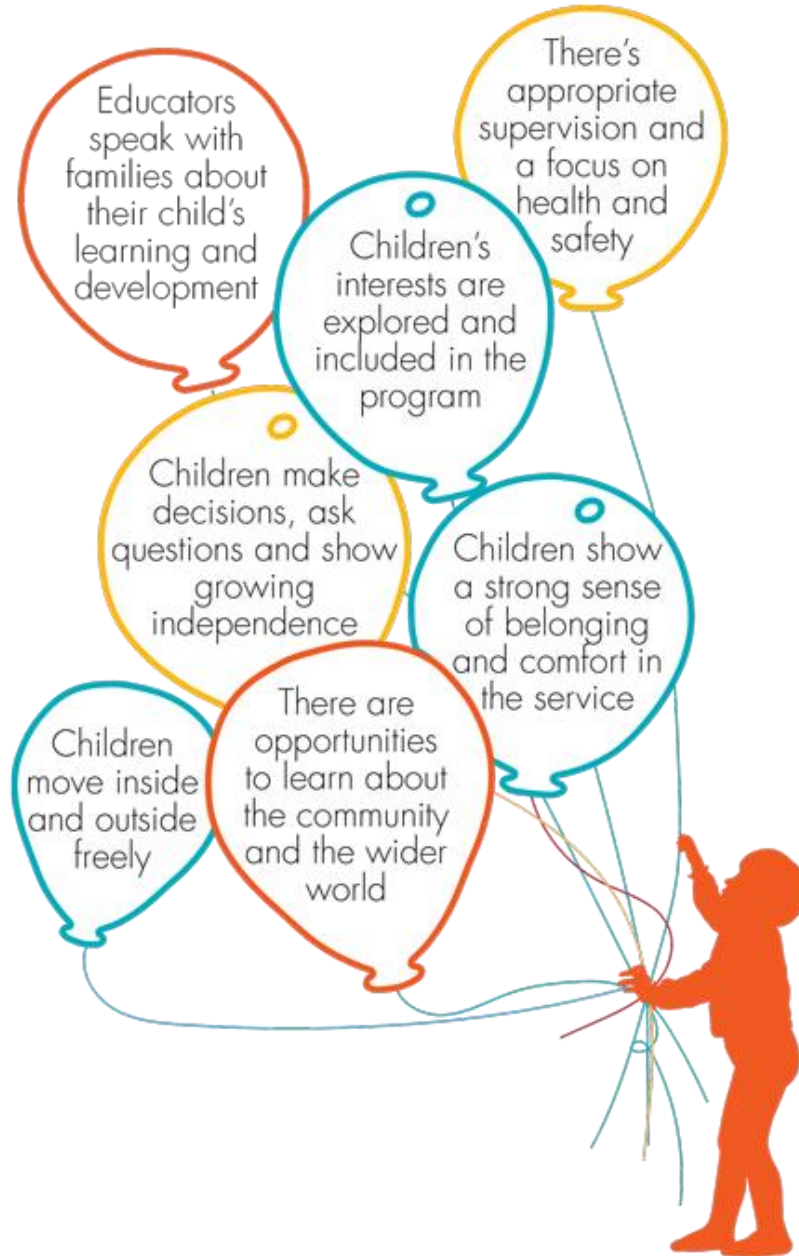
Some quality markers that you can look for:

- a sense of pride and cohesion among management and educators
- a Quality Improvement Plan with the services current goals and strategies for quality improvement policies and procedures that are current and available for families
- documents displayed at the service. For example: service's NQS rating, license, who the nominated supervisor is and any waivers
- quick and effective responses to complaints.

Read more:

[National Quality Framework – how can it help me?](#)

**WHAT DOES QUALITY IN CHILDCARE LOOK LIKE**  
**AT THE GREEK COMMUNITY CHILDCARE CENTRE WE KNOW THAT QUALITY MEANS DIFFERENT**  
**THINGS TO DIFFERENT PEOPLE. A HIGH-QUALITY EARLY CHILDHOOD SERVICE IS USUALLY ONE**  
**WHERE YOU WOULD SEE THE FOLLOWING**







**QUALITY CARE & EDUCATION  
FOR YOUR CHILD**

Your Centre our Centre

We welcome our new and existing parents,  
families & children to the Greek Community Childcare Centre

*On behalf of the educators of the Greek Community Childcare we would like to extend a very warm welcome to all our new parents, children and families.*

*We hope to provide your child with a very high standard of care and education. Childcare is like a journey for you and your family.*

*We ask that parents work with us to make this journey very happy, loving and rewarding for you and your children.*

*In these very changing times our mission is to provide a happy, safe, loving and secure place for your child to learn, develop and grow.*

*We value you as parents and believe that you are the most important people in your children's lives. We identify ourselves as your extended family and will partner you as you journey through our centre.*

*We look forward to working with you and your family*

*Yours in childcare  
the educators of the Greek Community Childcare Centre*