



# LITTLE DIGGERS PRESCHOOL

OUR VERY OWN  
HANDBOOK

[WWW.LITTLEDIGGERSPRESCHOOL.COM](http://WWW.LITTLEDIGGERSPRESCHOOL.COM)

# **Little Diggers Handbook**

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▣ 22-24 Kaolin Street  
LIGHTNING RIDGE NSW Australia  
2834

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# Welcome

Management and staff wish to extend a warm welcome to all families with children attending our Centre. We believe we can provide your child with a stimulating early educational experience in a safe and secure home-like environment.

This handbook will give an detailed overview of our education programs, goals and policies. While Little Diggers is a National Quality Rated Service Meeting all the required Standards, this handbook will give further insight as to how exactly we choose to excel in early childcare education.

We sincerely trust that your child's time at our Centre will be both a happy and fulfilling experience. In these vitally important early years of his/her life, your child will benefit greatly from the developmental, educational, and recreational programs provided by our caring and highly qualified educators.





# Philosophy

**Little Diggers Preschool and Childcare Centre emphasizes quality education through play in a safe environment, recognizing each child as a unique individual, fostering holistic development, and promoting strong partnerships with families to support children's growth and successful transitions.**

At Little Diggers Preschool and Childcare Centre, we believe in quality education and care of young children in a safe environment; and the value of play. We believe in being responsive to children and that every child is a special, unique individual that needs support, encouragement, guidance, understanding and time.


Adopting a holistic approach, our Centre aims to provide the children with a wide variety of experiences and opportunities through play, practising skills in:

Cognitive - thinking, problem solving, investigating and discovering;  
Fine and gross motor - creative and sense of self;  
Social / emotional - social living and learning;  
Language - communication; and  
Self-help - prompting the development of skills.


Extending on this for each child, in relation to their identity, community, wellbeing, learning and communication from the Early Years Learning Framework learning outcomes. Through assessing and monitoring children's play we reflect on their learning, development and interests - using their agency. All of this informs our planning and implementation of future opportunities and experiences, which is supported by intentional teaching and children achieving the learning outcomes.

We see children as competent, capable learners and connecting with their interests, children will be encouraged to participate in a positive, non-threatening, supportive environment, promoting scaffolding. We believe in ongoing learning through reflective practise for all. Our Educators come together from their different life experience and as a team we support and embrace what each member contributes to the service.

We acknowledge that there are three teachers... parents, educators and the environment. We believe in connecting children with our environment and the world around us, being environmentally responsible through sustainable practices.








We value the cultural and social contexts of children, their families and educators, this reflects our community. At Little Diggers all children will develop and grow, meeting new people and making new friends. A Statement added in 2005, which reflects what we feel we have at Little Diggers ...

“We have here children and adults who are looking for the pleasure of playing, working, talking, thinking and inventing things together. They are trying to get to know both each other and themselves, to understand how the world works and how it could be made to work better, and be enjoyed in friendship.”

Connecting to the principles of partnerships and respect for diversity, our educators respect each family’s values and beliefs and we encourage family involvement and appreciate their contributions. Additional needs of families and children are supported by our inclusive practices and culture, with high expectations and making a stand for equity.

To provide continuity in experiences and enable successful transitions we help the children to make the transition from the Sparkles room to the Pre-School Sunshine room and from Little Diggers to Big School, as smoothly as possible. Allowing a sense of Belonging, Being and Becoming through each transition along the way.

Our Broad Goal was developed from the NSW Curriculum Framework - The Practice of Relationships (p20) and directly reflects the Belonging, Being & Becoming which is part of the Early Years Learning Framework. With this in mind we will continue to promote relationships that support children to:

- Feel a sense of belonging;
  - See themselves as constructive contributors to a community;
  - See themselves as valued, unique and powerful human beings
  - Show caring and respect for one another and the world around them; and
  - Be effective communicators, work together, share ideas, develop and grow in all areas.
  - We embrace change as we face challenges and move toward continual improvement.
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# Goals

## **For the Centre:**

**To demonstrate the highest quality of care and education while ensuring Centre viability with security, opportunity and stability for staff, children and parents.**

## **For Children:**

**To receive the highest quality of care and education through stimulating and positive experiences and interactions.**

## **For Our Staff/Educators:**

**To perform to a high standard through individual capabilities being developed in an enjoyable work environment.**

## **For Parents:**

**To be actively involved in the care and education of their child/children within the Centre.**

## **For the Community:**

**To actively promote the professionalism of teachers of children's curriculum through our Centre's demonstration of expertise and commitment to high quality.**



## Quality Standards

In considering the best education and child care option for your family, you will want to know about the standard of care that we will provide for your child.

A service assessment was undertaken of Little Diggers Pre-school & Child Care Centre in November 2018. The officer from the Early Childhood Education and Care Directorate found that we met all the National Quality Standards and excelled in our connection with children, families and the community. We believe that the practices of educators and the relationships they form with children and families have a significant effect on children's involvement and success in learning.

The National Quality Standards (divided into 7 quality areas) are set to ensure that children's services, provides a safe and stimulating learning and care environment for your child. Below is the areas we excel in as per our formal assessment:

Standard 1.1 - The educational program enhances each child's learning and development. Curriculum decision making is reflective of children's interests, needs and abilities. Educators understand each child and plan from their interests. Families are provided with various opportunities to contribute to the program and their child's development.

Standard 1.2 - Educators facilitate and extend each child's learning and development. Educators' interactions with children are focused on children's interests. Educators plan experiences to extend children's learning. Children are viewed as capable, confident, independent learners and their ideas and opinions are valued, respected and actively sought in the program.

Standard 1.3 - Educators and coordinators take a planned and reflective approach to implementing the program for each child. Educators observe, document, plan, implement and reflect on the learning and development for each child as part of an ongoing cycle. Information about the program is available to families and educators invite families to contribute to their child's learning.

Standard 2.1 - Each child's health and physical activity is supported and promoted. Educators promote children's need for sleep, rest and relaxation. Sleeping needs are adjusted based on the individual needs of the children each day. Healthy eating is supported and promoted for each child. Physical activity is planned and spontaneous to support children's learning of fundamental movement skills in their play-based learning. Established systems ensure children's health and safety.

Standard 2.2 - Each child is protected. Educators take steps to ensure children are adequately supervised. Plans to manage incidents and emergencies are developed in consultation with recognised authorities and practiced and implemented. Educators are aware of their responsibilities in relation to child protection.

Standard 3.1 - The design of the facilities is appropriate for the operations of a service. Furniture, equipment and resources are clean, safe and in good repair. Processes are in place to remove, repair or replace equipment that requires attention. Children have access to resources and equipment in both indoor and outdoor environments.







Standard 3.2 – The service environment is inclusive, promotes competence and supports exploration and play-based learning. Children have access to some plants, sand and trees in the outdoor environment. Educators have completed programs and discussions on the environment with children and children are involved in the care of the gardens. Resources are sufficient in number and enable children to engage in the environment through play-based learning.

Standard 4.1 – Staffing arrangements enhance children's learning and development. Educators communicate effectively and regularly discuss the needs of the children in and across rooms. Organisational arrangements of educators promote continuity of educators at the service and processes ensure wherever possible familiar educators are regularly in attendance at the service. The arrangement of educators contributes to children's learning and development.

Standard 4.2 – Management, educators and staff are collaborative, respectful and ethical. Educators' interactions are warm, respectful and focused on the needs of the children and the service. Management ensures professional resources and materials are available to educators in a range of formats and systems including online. Processes are in place to support and recognise the skills and achievements of educators and to use this resource across the larger organisation. A range of professional learning opportunities are made available to educators.

Standard 5.1 – Respectful and equitable relationships are maintained with each child. Educators implement practices that ensure the dignity and rights of each child are maintained at all times. Interactions with children are respectful and promote their sense of security and sense of belonging.

Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships. Educators foster and promote opportunities for children to engage, help and learn from one another. Children are appropriately encouraged and supported to manage their own feelings and emotions and resolve conflicts through discussion, listening and communication.

Standard 6.1 – Respectful relationships with families are developed and maintained and families are supported in their parenting role. Educators support families through the orientation processes of the service. Current parenting information to support family well-being is available to families through the website and displays around the service. Families are involved in service decision making through the POLD family committee and discussions.

Standard 6.2 – Collaborative partnerships enhance children's inclusion, learning and well-being. Educators support children to transition between rooms and between the service and formal schooling. Access to and support from professional support services are fostered when required and the service builds relationships while engaging with their local community.

Standard 7.1 – Governance supports the operation of a quality service. Management have developed a statement of philosophy and sought feedback from educators and families. The philosophy includes aims for the service and organisation. Systems have been established to ensure the effective management of the service with consideration given to improving quality. Educators' roles and responsibilities are defined, and they are supported to understand their positions prior to commencement of employment.

Standard 7.2 – Effective leadership builds and promotes a positive organisational culture and professional learning community. There is a process in place for the regular review and ongoing development of the Quality Improvement Plan. The educational leader is able to explain her role and how she supports educators in the development of the program. The performance of educators is reviewed yearly, and professional and personal goals are established, revisited and discussed.







# Inclusion Policies

## **Belonging - Being - Becoming**

We endeavour to accommodate and integrate children and families with additional needs.

‘ Little Diggers operates under an inclusive, anti-bias child care program in which: all children belong equally and each individual is valued for their unique attributes, all children are allowed to fully participate and succeed at their own level, and diversity is celebrated and children are empowered to recognise and challenge bias.

The goals of this program include, for each child to:


feel good about who they are;

feel comfortable with similarities and differences in others,

recognise bias and stereotype and to know they can hurt, and

be able to stand up for themselves and others when bias occurs. ‘

We aim to provide culturally relevant programs which truly reflect the lives of all children, families, staff and the community. Our Centre also aims to provide culturally responsive child care by affirming individual differences and the right of people to make choices about their own lifestyle. We celebrate the multiculturalism within our community, as it enriches our program at Little Diggers.





## Sparkles Room (2 Years - 3 Years)

Sparkles Room (2 Years - 3 Years)

This program covers a wide variety of areas including music, art, movement, literature, drama and the natural environment. Independence is further developed through self help skills as the children are able to toilet themselves and follow hygiene procedures consistent throughout the Centre. A variety of experiences are planned including quiet restful opportunities to meet individual needs.



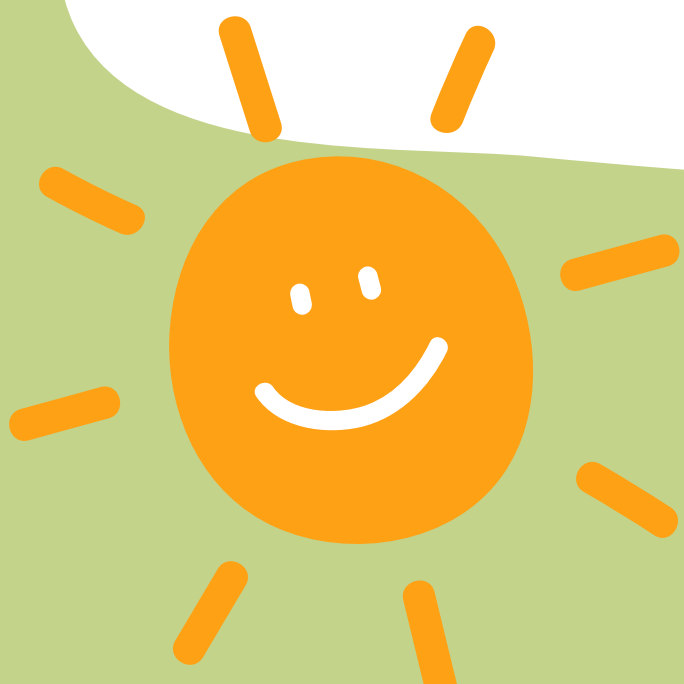




# Sunshine Preschool Room (3 Years - 5 Years )

Sunshine Preschool Room (3 Years - 5 Years )

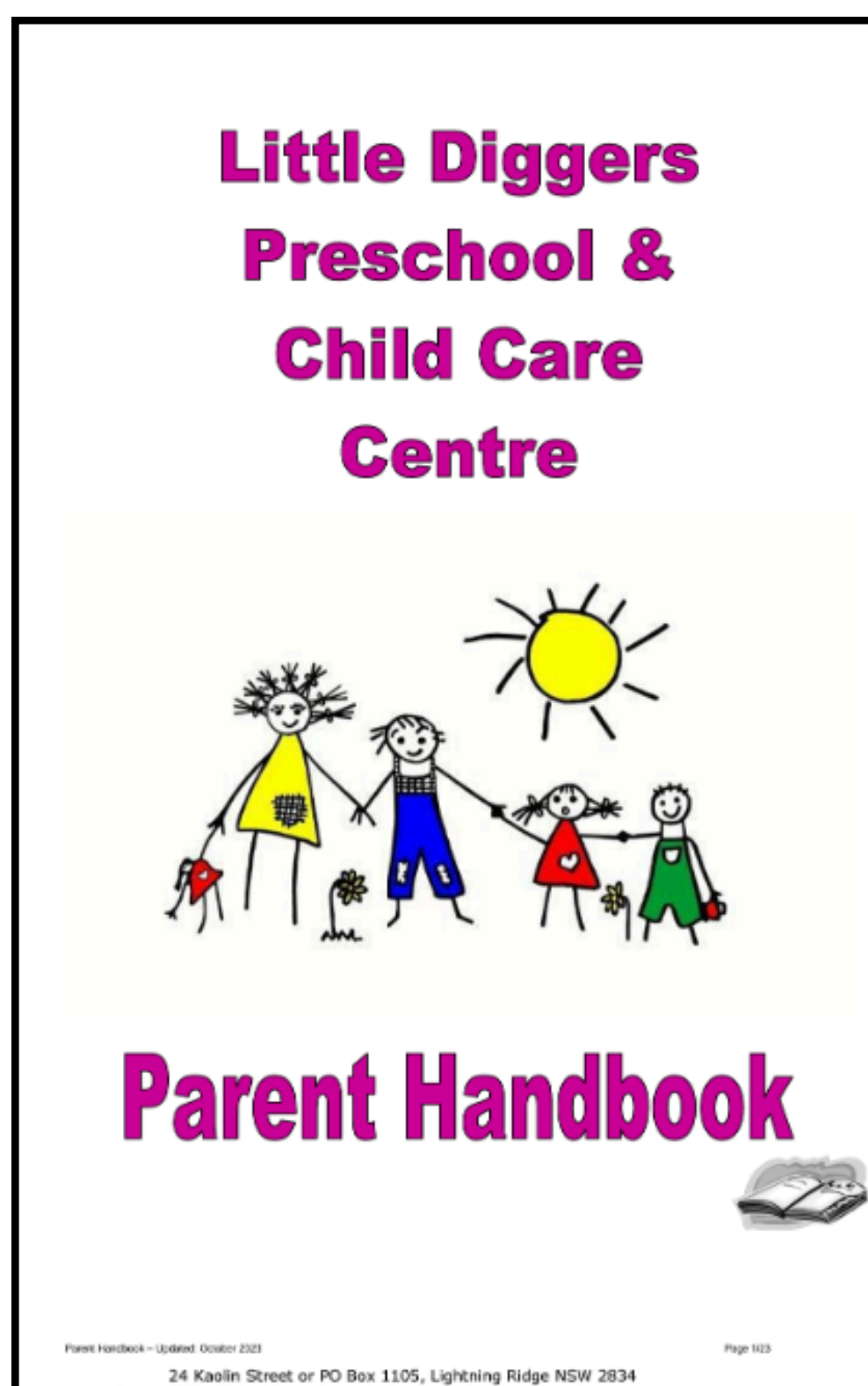
Staff are aware of the skills and experiences children need to become successful learners at school. Experiences are designed to encourage children to progress from one developmental stage to the next at their own pace. Children in this group will be immersed in all areas of the Early Years Learning Framework: identity, community, wellbeing; learning and communication. Activities to support the children's development will include music, drama/movement, social studies, dance, science/natural environment, art/design, early literature and maths. Children are usually responsible for their own toileting and hand washing and are encouraged to become independent in hygiene practices. We encourage community involvement, which includes visits with the community, and resource people are used wherever possible to enhance children's learning. Children are also involved in the Kinder Start Orientation Program through the Lightning Ridge Central School to become ready to go to school the following year.



# Parents Handbook

The Handbook includes key centre policies and general information about the services Little Diggers can offer you and your family.

AView inside our website below ([www.littlediggerspreschool.com](http://www.littlediggerspreschool.com))







# The End

**Thanks for reading! Here are some quick links:**

[www.littlediggerspreschool.com](http://www.littlediggerspreschool.com)

[www.facebook.com/littlediggerspreschool](http://www.facebook.com/littlediggerspreschool)

[www.facebook.com/PoldparentsOfLittleDiggersLightningRidge](http://www.facebook.com/PoldparentsOfLittleDiggersLightningRidge)

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