

Seaview Downs OSHC Philosophy

Vision

To support children and families by providing the highest quality care in a holistic, safe, secure and stimulating environment that encourages learning through play and gives children the opportunity to develop their physical, social, emotional and cognitive skills.

Values

- Respect
- Positivity
- Community spirit
- Confidentiality
- Ongoing learning and reflective practices
- Open Communication
- Inclusive programming
- Holistic, positive, safe and stimulating environment
- Relationships with children
- Collaboration and professionalism
- Health and Safety

PHILOSOPHY

At Seaview Downs Primary School OSHC, we provide an exceptional level of care. Every child needs to feel that they belong, that they can be themselves and become whatever they would like to be. We see it as our role to assist our children to facilitate this.

We uphold the UN Convention of the Right of the Child and its core values of peace, dignity, tolerance, freedom, equality, and solidarity. We show our children that they can contribute to the current and future communities. We welcome and encourage children's unique voices and strive to achieve a balance between relaxation and stimulation, through child centered and child driven activities. We guarantee equal access to all and ensure that we meet both the needs of our parents and children by providing a safe, inclusive, and stimulating environment.

We deliver a quality, responsive and fun program that allows children to choose how they spend their time at OSHC. We acknowledge different developmental stages and individuality of all children and offer appropriate activities accordingly.

Our environment is designed to be inviting, interactive, adaptive, stimulating, and conducive to the development of the children's physical, social, emotional, and cognitive skills. We place an importance upon fostering curiosity, initiative, independence, self-esteem, and children's sense of identity. We develop leadership and life skills, and children are encouraged to make appropriate choices and accept natural consequences. We encourage children to use negotiation and respectful dialogue to resolve conflicts and disputes.

We believe the participation of parents and careers is vital in the delivery of a quality service. This is facilitated through effective, ongoing communication. We speak with families frequently about their children's development and achievements. We respect diversity in our families' structures and cultures and strive to build secure, respectful, and confidential relationships with all.

We believe that it is important to educate children to make healthy food choices. By offering a varied and nutritious menu, children are encouraged to adopt lifelong healthy eating patterns. We continuously review our philosophy, policies, and procedures through reflective practice to ensure that our service is tailored to children's specific needs. We encourage a sense of ownership through the involvement of policy and program development with children and the wider community.

Our staff believe that positive interactions are integral to wellbeing of children and strive to use social connection, positive leading, active listening, positive redirection, role modelling, empathy and scaffolding to aid in development. We believe that children thrive when staff are happy and work as a team. As a staff, we communicate clearly and have consistent expectations and consequences. Our staff regularly access up to date training to ensure best practices are always employed.

Seaview Downs OSHC aims to provide a caring and safe environment where children can participate in planned and spontaneous experiences. We expect children to respect people and property.

Our programs are based on children's interests, observations, diary evaluations, staff suggestions, child suggestions, daily reflections, parental feedback, and community input. We ensure our activities are safe and fun. We ensure our activities allow children to be active as well as passive in both environments

Our Menu is based on healthy guidelines provided by Nutrition Australia. Children have their input each week as they take increasing responsibility for their own health and physical wellbeing.

The Child

We believe that children in our care:
interact with care, empathy and respect.

- Connect and contribute to their world.
- Become aware of fairness
- Are paramount to our work
- Have rights
- Learn through play and experimentation
- Are individually unique
- Achieve maximum learning potential

The Environment

The environment our center provides for our children, families, staff and visitors:

- Provides a safe and stimulating environment
- Is accepting of each child's individual needs and backgrounds
- Values safety and health of all people
- Encourages parent contribution
- Supports inclusion of an access for children with additional needs

The Program

Our OSHC programs:

- Respond to the individual interests and needs of children
- Reflect staff knowledge of child development
- Demonstrates respect for child diversity and inclusion of all children
- Promotes of self-esteem
- Includes parental feedback
- Includes sustainability
- Includes daily diary evaluations
- Includes child and staff suggestions
- Includes active and passive activities

We believe:

- Every child's voice should be heard.
- Every child's voice and image is unique to them and their individuality deserves to be respected.
- Every family should feel safe, comfortable, welcome, included, respected, and valued at OSHC.
- Positive interactions are integral to enhancing the wellbeing of children.
- Play experiences offered should be varied, having a recreational focus while producing educational outcomes.
- Educators need to document play experiences to discover how individual children learn best.
- Educators have a duty of care to keep children safe.
- It is the role of the educator to support children in all areas of their development.
- Children learn best in an environment which is holistic, stimulating, safe and inclusive.
- Healthy eating habits support wellbeing and should be promoted and encouraged.
- Educators need to hold the correct qualifications.

Therefore educators will:

- Be respectful of children's individuality and communicate that respect to the children by using active listening.
- Listen and respond to every child's request appropriately.
- Use social connection, positive leading, active listening, positive redirection, empathy and scaffolding to support children in their social and emotional development, wellbeing
- Foster positive self-esteem and sense of identity for each child.
- Be aware and respectful of different family structures and cultures.
- Speak with families frequently about their child's development and achievements.
- Showing families portfolios

- Encourage families to share thoughts on all aspects of the Centre.
- Build and maintain secure, respectful, and confidential relationships with families and the local community
- Treat families equally and with respect by making time to speak with them and acknowledging their background.
- Program in line with the My Time Our Place curriculum.
- Ensure the program reflects the children's voices by speaking frequently to the children about their ideas and incorporating them into extending current play experiences.
- Document children's learning using observations and learning stories to program effectively, supporting the children's learning and providing the highest quality care.
- Be flexible, follow children's initiatives and offer spontaneous experiences when appropriate.
- Use reflective practice to analyze and learn from different situations.
- Role model appropriate behavior.
- Provide healthy snacks and cooking experiences to promote healthy eating habits.
- Ensure every educator has the correct qualifications and clearances.
- Ensure the physical environment is safe by being compliant with *National Law and Regulations*.
- Ensure the environment is aesthetically pleasing, holistic and promotes exploration and curiosity, encouraging children to participate in group and individual play experiences.