

Centre Philosophy

Simply... Our Personality

Mission Statement

Our commitment to the community is to maintain excellence in Early Childhood Education and Care by providing a quality service in a professional, creative, nurturing, fun and progressive environment.

Overview

At My Stepping Stones, we believe in providing a high quality service and level of care, which meets the needs of children and families in a warm, secure, homely and friendly environment.

We strongly believe that children learn through play experiences, and their skills will be enhanced and further developed if the learning environment is made relevant to their individual circumstances.

Through working with families and the community, educators are able to offer a well-balanced, secure, and enjoyable learning environment, which values and reflects equity, a non-bias, diverse, inclusive, gender neutral and culturally balanced curriculum.

At MSS our philosophy is guided by the approaches of the National Quality Framework, National Early Years Learning Framework and through use of a combination of theorists such as Piaget and Vygotsky's approach to children's learning.

The use of these frameworks, combined with our commitment to critically reflect upon and improve our practices in collaboration with families, guides us to provide quality care and education for young children. These combined values and commitment of all stakeholders are instrumental in providing the exceptional care and education to our children.

MSS Vision

Memorable and meaningful inclusive experiences matter.

Staying connected with families, community and our environment.

Stores from all of us are our journey to provide a sense of belonging

Nov 2020

Next review Nov 2021 or as required

Our Programs ...

We believe in using the teaching methods of listening, scaffolding, and reflective practice and aim to develop a thirst for learning. We believe in providing a balance between child-led, and educator supported learning, offering opportunities for both non-structured and structured experiences, promoting a flexible routine to allow the children to immerse themselves in learning, investigate and explore. The educators ensure the children's voices are heard in a supportive and encouraging environment, and we allow ourselves to be guided by the children's culture and family values, individual abilities and interests. We will use this as the basis of our curriculum, together with the assessment of each child's development as part of ongoing planning, reflection, documentation and evaluation.

We believe that families are children's most influential educators and actively encourage them to share their knowledge about their children's social, emotional and physical development, health and wellbeing. We also encourage families to participate in the curriculum and service operations at MSS which helps shape what we do. We believe in providing opportunities for all children to have equal access to all aspects of the curriculum, and plan and modify experiences to include individual and additional needs, to ensure all children are able to participate in all experiences to the best of their ability.

Our Environment...

We take pleasure in creating an environment that is happy, homely, inviting, aesthetically pleasing, healthy, safe and accessible to all children, their families, the broader community and the educators. We believe forming such an environment is crucial in encouraging families, children, educators and visitors to feel comfortable, welcome and have a sense of belonging which is most important to us.

We believe that by offering children resources for play based learning experiences in a nurturing environment we are able to meet children's innate desire to play, experiment, and discover, whilst encouraging them to be inquisitive and to question their findings.

We believe in adapting the learning environment, together with the children's input, to ensure it is relevant to the children in our care, thus encouraging a greater capacity for learning, and helping children have a sense of being and belonging and allowing for exploration and creating natural spaces which reflect the children's interests, culture and learning styles. Allowing the children to touch and explore their environment. We believe in embedding our staff's individual talents, cultures and knowledge into the curriculum, to increase the children's understanding of their world.

Sustainability

We are committed to caring for our natural environment and have embedded sustainable practices as the norm for both children and adults in their lifelong journeys. We believe in teaching the children a sense of responsibility to both the living and non-living environment.

Our team...

At My Stepping Stones we acknowledge that a cohesive and respectful team is the key to a happy and successful environment – programs, relationships, and communication. Our team are advocates for children's rights and voices, recognising the significance of their presence during this crucial time in young children's lives. We believe in treating all people with respect, fairness and equity, regardless of gender, diversity, religion, ability, or cultural heritage.

We ensure that there is an effective and equitable recruitment process to ensure we attract nurturing educators reflecting the MSS working culture, core values and beliefs that can best meet the needs of the children and their families. We believe in providing ongoing professional development support in ensuring our team also grows to their full potential. We strive to maintain a team with a good balance of experience, qualifications, skills, culture and knowledge, in order to enhance children's learning and development and ensure their safety and well-being. We believe in operating with support, open

communication, and embracing a higher educator to child ratio to ensure high quality learning environments.

Management...

At My Stepping Stones, management believes that by developing a professional organisational culture, together with respectful relationships built, we will build a happy productive community. We commit ourselves to having a plan for continuous improvement, in consultation with the children, their families, educators and the community. Service practices are documented, records are maintained, and policies and procedures are always available and reviewed.

We believe in involving all stakeholders- children, families, educators, staff and the wider community in our decision making and engage in reflective practise in order to ensure everything we do and believe is inclusive, and reflective of the needs and values of our current MSS community. We believe in a comprehensive induction and training of all staff at the service to ensure clear goals and an understanding of expectations for teaching, learning, best practices, including confidentiality and procedures are established. We our committed to our staff and encourage and support them to expand learning.

Our children...

Our priority is to nurture relationships and provide children with consistent respect and emotional support. Our approach is to support the development of a strong sense of wellbeing by being connected to the children's thoughts and feelings, and most importantly respecting what they have to say- their needs and desires, and ensuring this is included in our decision making processes.

We believe that children learn and construct their identity as an outcome of interacting with the world, and as professional educators act as good role models to build caring, empathic, responsive, respectful positive relationships. We believe in building trusting relationships with children through genuine and positive interactions, which will provide them with a secure base for learning, and exploration. By widening the children's network of secure relationships we believe they will develop confidence, resilience, feel respected and valued, allowing them to recognise and respect the feelings of others, interact positively with them, and communicate effectively to resolve conflict. We envisage happy, healthy children who are immersed in learning and through our relationships, create satisfied, excited children with a thirst for knowledge.

Our families...

We respect individual beliefs of children, families and educators, and believe in working together to form strong relationships between families and educators. By communicating effectively, openly & honestly through daily verbal and non-verbal communication, we are able to incorporate family, educator and community beliefs and practices into the learning environment.

We view our centre and its educators as part of the diverse community in which families raise their children. We aim to create a respectful partnership with our families and endeavour to be a positive influence on their family life. We believe in a collaborative approach to achieve the best possible outcomes for young children. We understand the pressures facing modern families therefore have created a space that is both welcoming and supportive. We acknowledge parents as their child's first educators and ourselves as an extension of that family. Together, we are shaping and guiding the next generation.

Our Community...

We believe in collaborating with local community services and support agencies to enhance the learning and development of the children and our ongoing high quality program. We are committed to embracing our local community and community resources to enrich and expand our children's understanding of their world. We believe in open communication with local community members, and using their knowledge and resources as part of our continuing understanding and learning of their service, and what they can offer our staff, children and families.