



## Madge Sexton Kindergarten Students in OSHC

### NQS

QA3	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
QA5	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.3.3	Access to inclusion and support assistance is facilitated.

### National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

### MTOP

LO1	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



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## Aim

To provide families of the McLaren Vale Primary School and Madge Sexton Kindergarten continuity of care and service by welcoming preschool aged students of the kindergarten to utilise the services of Out of Hours School Care, in consideration of the Priority of Access Policy/ Enrolment Policy, Excursion Policy, and Additional Needs Policy.

## Related Policies

Excursion Policy

Enrolment Policy/ Priority of Access Policy

Additional Needs Policy

## Implementation

### Inclusion

- Priority of access is to school aged children. Kindy children will be accepted into OSHC only when there is availability, and after school children have been placed.
  - Kindy children attending OSHC must be toilet trained before using the service.

Indoor and outdoor equipment, resources, and activities will be designed or adapted to ensure access and participation by preschool children according to their individual needs and development. For example:

- Learning materials, resources and play equipment (e.g. books, games, music, role plays, drama) will reflect the positive inclusion of preschool children and are developmentally appropriate
- Cycles of planning reflect each preschool student and is evident through documented play, engagement, and participation

### Promoting Each Child's Ability

Educators understand their role is to support each and every child to reach their full potential. Some of the ways educators do this include:

- Using the enrolment form, All About Me, and All About My Family documents to learn about each preschool student, their family, and their needs while in attendance at OSHC
- Developing a written individual support plan where appropriate in consultation with families and Madge Sexton Kindergarten Director/staff

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- Encouraging each preschool age child to feel a sense of belonging at the service through positive interactions, which help each child feel safe and secure and provide the foundation for rich and meaningful learning. This can include relationship building with staff as well as students.
- Assisting all preschool students to develop autonomy, independence, competency, confidence and pride
- Encouraging preschool age children to develop friendships with each other and older peers based on mutual trust and respect
- Developing a curriculum which is based on each child's development, interests, abilities, culture, experiences and ideas
- Promoting fairness and equity to all children and assist in giving preschool age children a voice in OSHC, through cycles of planning, as well as fostering their engagement with programmes, activities, and relationships with school age students
- Working with the Madge Sexton Kindergarten and staff to help each child transition. This may include sharing information about the additional needs of children where families consent
- Attending regular professional development on inclusive practices and educating and caring for preschool age children

#### **Professional Support Services for Children**

- A child's best interests are met when educators work in partnerships with external support services/professionals. This will, for example, promote continuity of learning for each child. OSHC Educators will support preschool students and families by working with the Director and staff of the Madge Sexton Kindergarten where relevant to ensure that learning and well-being is successful.
- **Partnerships with parents**
- Feedback and consultation with parents/guardians/families will be sought to be able to cater for the needs and development of preschool students.

#### **Staff ratios**

1:10 – 2:25

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Enrolment

- Upon enrolment, each preschool student and their families (enrolling parent/guardian) will be taken through an orientation process that includes an introduction to staff and shown staff photos/names, the sign in/out process and parent/guardian communication book, toilets and toilet procedures, indoor and outdoor play spaces and boundaries, equipment and resources, and what to do if they need support.
- Each family can learn more about policies, procedures, and routines through further discussion and their own Family information booklet.
- Completed enrolment and authorisations forms are required to confirm enrolment into the service. Where applicable, additional information such as relating to additional needs, health care plans may also be required.
- All families are required to notify the service of any changes to enrolment details, including contact information, medical information, family court orders etc.
- Kindy children can start using the OSHC service at the beginning of term 1 of the school year, and attend Vacation Care from the April holidays.

#### Excursions

- Due to the additional needs and risks of including preschool age children on excursions, it has been determined by the Governing Council that only enrolled, school age children are able to attend excursions. Preschool students are welcome to attend all services based at McLaren Vale Primary School, including incursions and programmed activities.

## Source

Education and Care Services National Law and Regulations  
National Quality Standard  
My Time Our Place Learning Framework

## Review

The policy will be reviewed annually by:

- Governing Council/OSHC Committee
- Management
- Employees
- Families
- Interested Parties

Last reviewed: 10<sup>th</sup> July 2020

Date for next review: 10<sup>th</sup> July 2022