

Centre number: 4627

Centre name: Kensington Gardens Preschool

## 1. General information

### Preschool Director

Catherine Honeychurch

### Postal address

- 430 The Parade, Kensington Gardens SA 5068

### Location address

- As above

### DECD Kocal Partnership

- Central East Partnership

### Geographical location – ie road distance from GPO (km)

- 6 km from GPO

### Telephone number

- 08 8331 8068

### Preschool website address:

- [www.kensingtonpre.sa.edu.au](http://www.kensingtonpre.sa.edu.au)

### Preschool e-mail address

dl.4627.leaders@schools.sa.edu.au

### Enrolment/Attendance

Our kindergarten's capacity is 60 children. Children's attendance at this site is above 90%.

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### Co-located/stand-alone

- Standalone preschool

### Programs operating at the preschool

#### Sessional Kindergarten

Kensington Gardens Preschool is a Department for Education site that caters for up to 60 children within the community. The 15 hours is delivered over 2 long days for 2 separate groups of children Monday to Thursday. We run a community playgroup on Fridays.

The cultural and linguistic background of families is diverse. The preschool operates from 8:15 am to 3:45pm which allows the full 15 hours per week of funded preschool to be delivered over 2 full days. The preschool has excellent attendance. We have a strong focus on Nature Play, sustainable practices, and Project Work. We go out to Nature Kindy in the surrounding park and build excursions and incursions into our project work. We have a community playgroup on Fridays which is attended by families from the broader community.

#### Pre entry/Playgroup

Our Friday Playgroup focusses on providing families with young children a safe and friendly opportunity to play and learn together. Children who are to attend preschool are encouraged to attend the preentry-playgroup sessions at least

one term prior to their start at preschool. An educator supports the playgroup and contributes significantly through group times and interacting with families and children.

#### **Extended Care**

- In case of emergencies

#### **Bilingual Support and Preschool Support**

- Is provided by the Department for Education for eligible children.

## **2. Key Centre Policies**

**Contextual influences** Kensington Gardens Pre-school is situated in the Kensington Gardens Reserve, renamed Kensington Wama in 2021. We acknowledge each day that we meet on the traditional lands of the Kurna people. Our families come from diverse backgrounds and many of our children attend other local early childhood services either at child-care or alternative learning centres. The preschool provides long days to meet and complement these services and family work commitments. Children's 15 hours of preschool is delivered over 2 full days. The grounds are well kept and shady and we spill out into our beautiful park for Nature Kindy and regular activities. KGP does not have one main feeder school but feeds to more than 6 different schools both public and private. Around 30-40% of our children go to Magill Piramry School.

### **Our Philosophy**

Kensington Gardens Preschool offers children a safe, friendly, and compelling environment in which to play and learn. At our place children actively engage in authentic, hands-on play experiences and our beautiful outdoor environment and surrounds allow children to connect with and learn from nature on a daily basis. Our preschool community is part of Reconciliation through its action and planning (RAP). Our environment is set up intentionally so that children can be in charge of their own learning - independent, self-reliant and encouraged to explore and investigate. Equal use is made of the indoor and outdoor environment. The children's vision of the Kindy is a place with lots of access to nature, playing, swings, sandpit, friends, books, making, trees, water, painting and learning about the Kurna People.

Our philosophy is based on the view of the child as a competent and capable learner who comes to us with knowledge, experiences and ideas, ready to achieve and continue with their learning. We acknowledge the family as the child's first educator and actively develop respectful and open two-way relationships. We respect and value the diversity and uniqueness of our families and seek their participation and input in our program. Families value our environment, our focus on each child and their learning and the way educators communicate with them. Challenging, authentic, kind and amazing are words used to describe their family's experience of Kindergarten. Our connections with the wider community and with the natural world give children the opportunity to create new understandings and develop their sense of belonging and citizenship.

Our program is based on our group of learners and our context and community. Our long term investigations build children's self-belief about their own identity as a learner, able to overcome challenges, ask questions, work with others and find solutions to any problems. We value STEM learning through inquiry and play and seek the child's voice in project topics, the learning environment and the experiences we offer.

The arts are celebrated including dramatic play and drama, music and dance. Oral language is supported and developed through opportunities to express ideas and theories. Children's identities as readers and writers are strengthened. Opportunities to explore and learn from nature and build physical competence are promoted. Sustainability in everything we do is integral to our practices. We support the participation of all the kindergarten community in becoming confident life-long learners.

Documentation and reflection of children's learning is evaluated every week and guides opportunities and possibilities for future experiences and intentional teaching. Weekly planning sessions incorporate individual children's learning and feedback from families as we plan for learning improvement. The visible learning improvement cycle, learning stories and photographic stories are a large part of our documentation and evidence of ongoing reflection and assessment *for* learning.

### **Reviewed with educators, children, and families 2023**

## Site Priorities

To connect with the wider world by giving children the opportunity to create new understandings, develop a sense of belonging and take their place in it. We do this through our explorations of learning with children through play and intentional teaching. We also focus on:

### Literacy

To achieve quality learning outcomes for all children in the areas of:

- Oral language
- Emergent Literacy
- Phonological awareness

**The following Preschool Literacy indicators guide our curriculum:**

- »» I use language to connect with my world
- »» I understand the language of my world
- »» I engage with texts and make meaning
- »» I represent my world symbolically.

### Numeracy

To achieve quality Learning outcomes for all children in the area of Numeracy with experiences provided to encourage skills and processes such as noticing, sorting, patterning, wondering, communicating, reasoning, generalising, visualising and comparing.

**The following Preschool Numeracy indicators guide our curriculum:**

- »» I explore and understand my place and space in the world
- »» I measure and compare my world
- »» I analyse and read my word mathematically
- »» I quantify my world.

## 3. Curriculum

The curriculum is based on the *Early Years Learning Framework V 2 and the uses Inquiry and Project Approaches*.

The curriculum is based on the following learning outcomes from EYLF

- Children have a strong sense of identity
- Children are effective communicators
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners

## 4. Centre Based Staff

Director: Catherine Honeychurch

Teachers: Rita Carey and Olympia Gerovasilis

Early Childhood Workers: Linda Simmons

Long Term volunteer: Allison Cutten

## Performance Development Program

Performance Development strategies strive to develop harmony in working relationships and improvement in personal understandings. This is seen as essential in providing a quality service for children and families and enriches individual staff commitment and professional knowledge and skill.

Personal development meetings are held throughout the year and the staff team engages in regular reflection during weekly staff meetings. We are a family friendly workplace.

### **Access to special support staff**

When a child with an identified learning need enrolls, we work closely with families to access specialist support to enable children's full engagement in the program.

## **5. Centre Facilities**

### **Buildings and grounds**

- Kensington Gardens Preschool is set in beautiful Kensington Wama on The Parade and is known as "the kindy in the park". The Preschool is close to many public and private schools to which the preschool children will transition.
- The kindergarten is leased from the Burnside Council close to the eastern foothills, amongst large gum trees and other deciduous trees.

### **Capacity (per session)**

Our site capacity is 30 children per session or 60 children between 2 groups.

### **Centre Ownership**

Burnside Council owned. Site managed by the Department for Education

### **Access for children and staff with disabilities**

- Children and staff have access to a wheelchair friendly toilet. Mostly flat ground accessible from road. Some areas within the preschool outdoor area will mean some difficulty for children and staff in wheelchairs.

## **6. Local Community**

### **General characteristics:**

- Located in Burnside Council
- Many local businesses in the nearby Norwood and Magill area

### **Parent and community involvement in the preschool**

- Our Kindy has excellent family and community involvement. Families attend special interest weeks, termly family nights, project breakfasts, governing council meetings, excursions, attendance and participation during session times.

### **Schools to which children generally transfer from this preschool**

- Children attend Magill, Burnside and Marryatville Primary Schools as well as primary schools further afield. Other children attend St Josephs School, Tranmere and a smaller percentage to various Private schools in the local vicinity.

### **Other local care and educational facilities**

Most schools provide Out of School Hours Care. Many local private schools operate Early Learning Centres.

### **Local Childcare Centres- Community Based and Private**

- Adelaide Eastern **Community** Childcare Centre-RosePark
- Burnside Childcare Centre-Burnside
- Campbelltown **Community** Children's Centre-Newton
- City **Community** Childcare Centre-Adelaide
- City West **Community** Childcare Centre-Adelaide
- Conyngham Street **Community** Childcare Centre-Glenside
- Halifax **Community** Children's Centre-Adelaide
- Il Nido Paradise **Community** Childcare Centre-Paradise
- Linden Park Childcare Centre-Linden Park
- Magill Campus **Community** Childcare Centre-Magill
- Margaret Ives **Community** Childrens Centre-Norwood
- St Peters **Community** Childcare Centre-Stepney
- St Morris **Community** Childcare Centre-St Morris
- Precious Cargo-St Peters
- ABC Learning Centre-Magill
- ABC Learning Centre-Campbelltown

- Paradise Early Learning Centre-Paradise
- Victoria Park Childcare Centre-Rose Park
- Wendys Nursery School-Rose Park
- **FamilyDaycare**Felixstow-Phone:8366880

#### **Other local facilities**

- Medical, sporting, social, cultural, recreational facilities are available in this area.

#### **Availability of staff housing**

- Area is popular as a rental area, with Magill Campus of UniSA close by.

#### **Accessibility**

- A bus ride of 15-20 minutes from the city will take you to the preschool.

#### **Local Government**

- Burnside Council

### **7. Further Comments**

#### **Partnership arrangements with other groups**

- We are part of the Central East Partnership that includes local preschools, primary schools and high schools

