

MAKING THE MOVE TO KINDERGARTEN

TRANSITIONING TO PRIMARY SCHOOL FROM FAMILY DAY CARE



Early Years Care
FAMILY DAY CARE



Acknowledgement of Country

We acknowledge the ancestors of this country and pay respect to their descendants as custodians of this land. With the greatest of respect, we acknowledge our Elders, past, present and emerging.

Transition to School is a term that we hear quite often when we think of early childhood and milestones. Sometimes families may worry that children need large group experiences, lots of friends and structured learning activities so that they can 'get ready for primary school'.

Families often feel that the family day care experience provided in a home environment, no matter how wonderful the care is, doesn't quite provide the right foundations for structured schooling due to the small group numbers and a play based education.

Let's take a look at Early Years Care Family Day Care and our transition to school experience for children and why we think its an optimal start to your childs learning journey and a step towards lifelong education.





WHAT IS SCHOOL READINESS?

Many years ago we believed that children needed to write their own name, do up their shoe laces, count to twenty, and only then, they were ready for school. Thanks to research and the Early Years Learning Framework we now know that children need to be confident and resilient when starting school with a healthy sense of wellbeing. There is more emphasis on being socially and emotionally independent before heading off to primary school.

This is great news for children attending family day care with Early Years Care. We appreciate that every child is different and that every child is a unique learner at their own level of development and ability when they leave us for 'big school'. We recognise that "learning is not always predictable and linear." (EYLF, DEEWR 2009)

At Early Years Care we look at what children achieve using the five main learning outcomes from the Early Years Learning Framework.

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

By providing learning opportunities and inspiring play experiences that allow children to explore we can do our best to ensure that they are prepared for a life of curiosity, learning, identity, connectedness and wellbeing.

Confidence and communication skills are vital for young children, by fostering the EYLF outcomes, we can give children the best possible start to life and education.

WHAT SKILLS DO WE WANT CHILDREN TO HAVE WHEN STARTING SCHOOL?

- Listen to others
- Share
- Recognise own name

- Be confident wearing a uniform
- Understand their actions
- Trace basic letters and shapes
- Identify some alphabet letters
- Tell stories from pictures
- Speak clearly
- Sort and classify objects
- Use scissors
- Bounce a ball
- Basic fundamental movement skills
- Pay attention for a length of time
- Manage buttons, zips and laces
- Follow rules
- Use a toilet
- Unwrap items
- Open containers
- Ask questions
- Separate from parents

We also want children to value culture and have a sense of belonging.

Play based learning through early childhood programs incorporate choice for children and allow children to learn many of the elements of school during the early years. This could be:

- Learning about routines and what happens in our day, including the structure, time frames, starts and finishes.
- Interactions – adults and children building relationships
- Expectations – children learning to know what is expected of them
- Self-regulation, making judgements about their own needs and responses
- Planning – choosing experiences and learning how to approach tasks
- Learning – persistence, curiosity, perseverance and responsibility

At school children will be taught:

- English
- Mathematics

- Science and technology
- Human society and its environments (HSIE)
- Creative arts
- Personal development
- Health and physical education

At Early Years Care we ensure that children are ready for a school curriculum by following the National Quality Framework and the Early Years Learning Framework. These frameworks are governed by the Department of Education to ensure that all Australian children get the best possible start. The National Quality Standards gives families information about the quality of early childhood education and care services and the quality of care that children receive.

Our National Quality Rating System rates services as excellent, exceeding, meeting standards, working towards standards or significant improvement required. The rating given is assessed against seven areas of expected quality. The standards are grouped in the following categories:

1. Educational Program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Early Years Care is currently rated as exceeding and our highly qualified Educational Leader guides our learning strategies.

At Early Years Care educators assess children's learning in a number of ways and plan the program with both idea based and intentional teaching experiences on a daily basis to promote skill development.

We use daily diaries and reflections to document and track children's learning to ensure that we are meeting outcomes as per our curriculum and ensure that we remain true to our image of the child.

Portfolios allow educators to show families that learning outcomes are being met throughout the year, as well as showing a journey of growth through learning stories, artwork and photos.

We promote discussion and viewing of the journals. The journals belong to the child and we want them to be a part of creating them as they own these living documents.

We record conversations from the child in the journals and love the value that family feedback brings to our program.

The skills that children learn within a family day care setting demonstrate that they are more than ready to enter a school setting as they progress through the early years.

The close relationships that are built on attachment between an educator and the children in small groups allows for guided learning based on the child's needs. Small groups allow for closer monitoring of skills and a trusting environment for children to learn in. No one gets left behind.

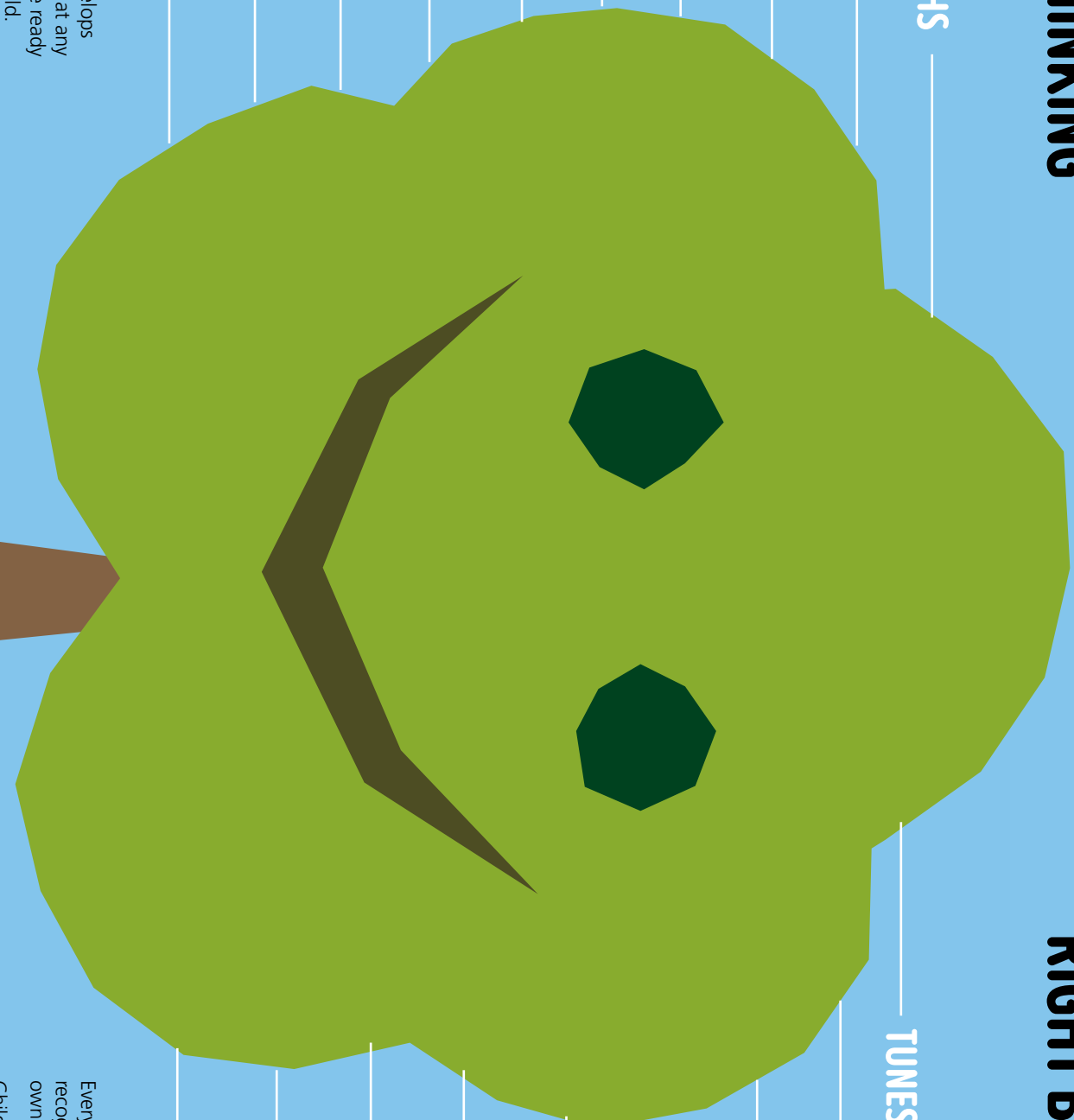


“In small group environments with a nurturing and qualified educator, children are able to develop self-confidence and a sense of wellbeing that they take with them to school. They can learn at their own pace, explore and problem solve without the worry of becoming lost in a large group of similar aged children. Research shows that the first learning environment from birth is at home with families and that the most important learning in life happens in the first three years. Therefore it makes sense that children transition to a home environment learning centre before heading to a formal school setting.”

Marie Armstrong
Early Years Care
Approved Provider

LEFT BRAIN THINKING

MATHS —
SEQUENCES —
VERBAL SPEECH —
ANALYSIS —
LOGIC —
COMPUTERS —
REASONING —
FACTS —
WORDS —
LANGUAGE —



RIGHT BRAIN THINKING

TUNES —
IMAGINATION —
RHYTHM —
NON VERBAL —
INTUITION —
FEELINGS —
VISUALISATION —
ART —
CREATIVITY —

Research tells us that the brain develops more rapidly in the early years than at any other stage. From birth, children are ready and willing to learn about their world.

At Early Years Care we recognise that every child is an individual and is a capable and competent learner in their own right.

Every child learns in a different way. Educators recognise that and help each child reach their own potential.

Children learn through play, life, relationships and the environment. Educators create learning opportunities for children that foster curiosity in the world and support growing brains.

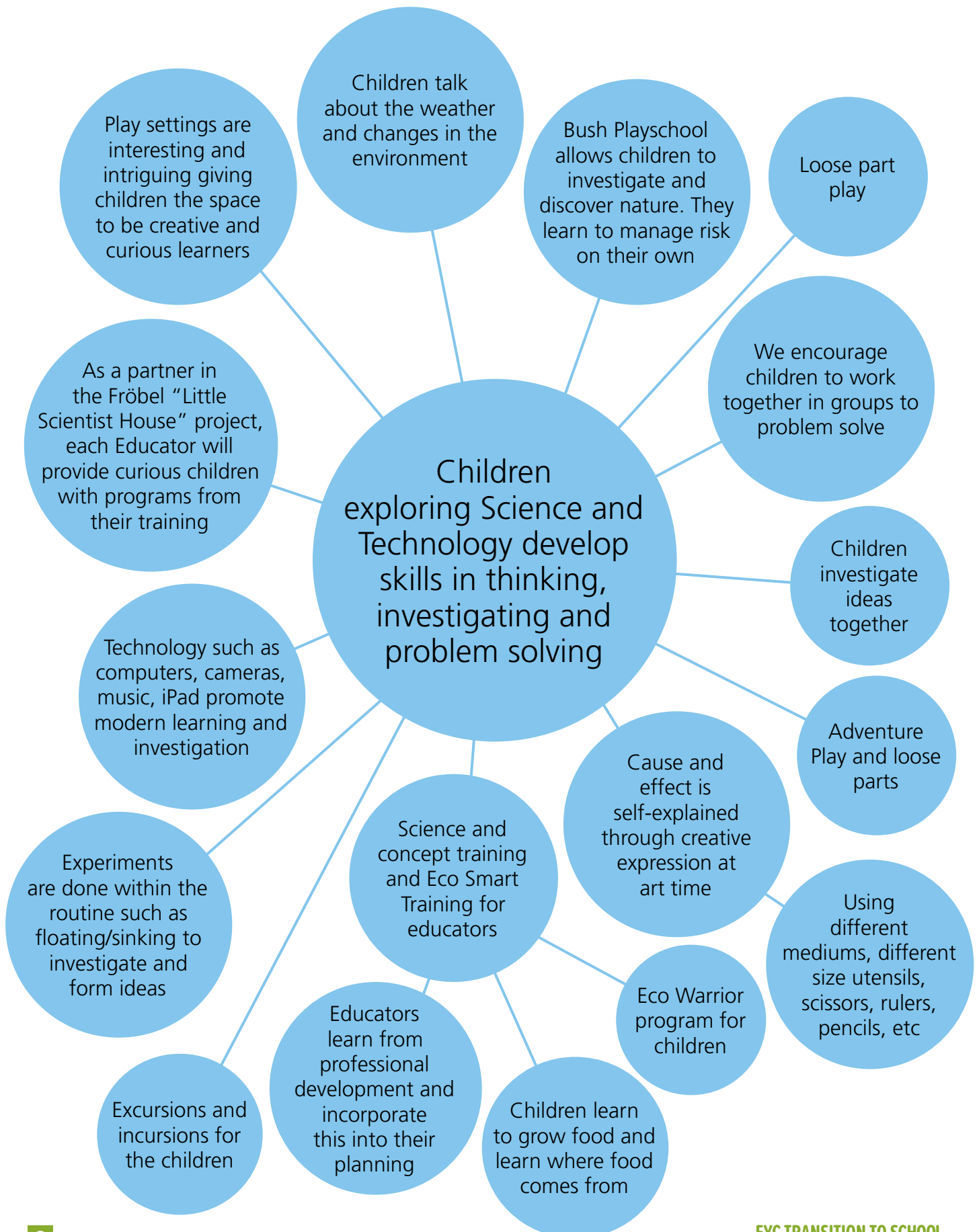
HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR THE SCHOOL ENGLISH CURRICULUM?



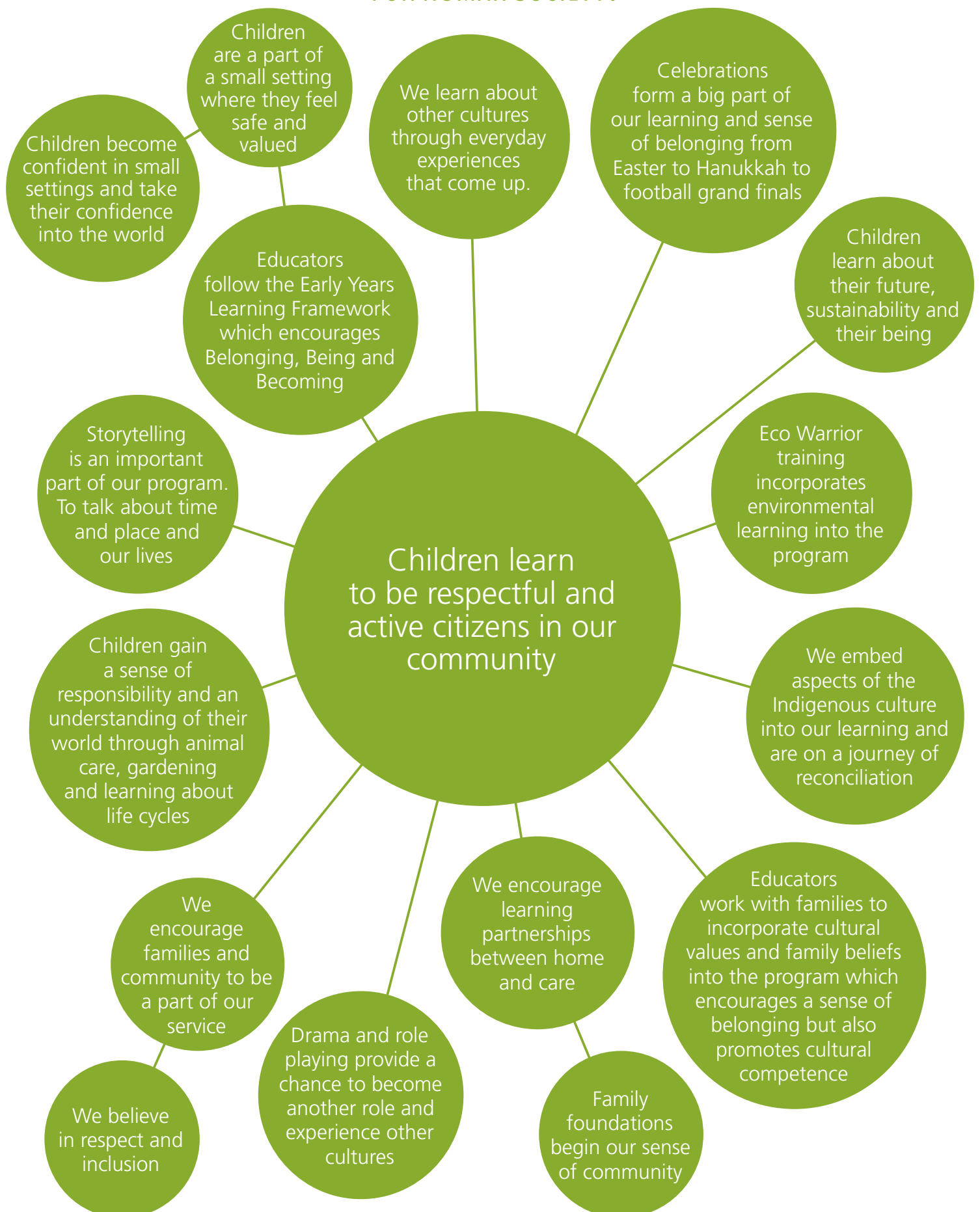
HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR MATHEMATICS?



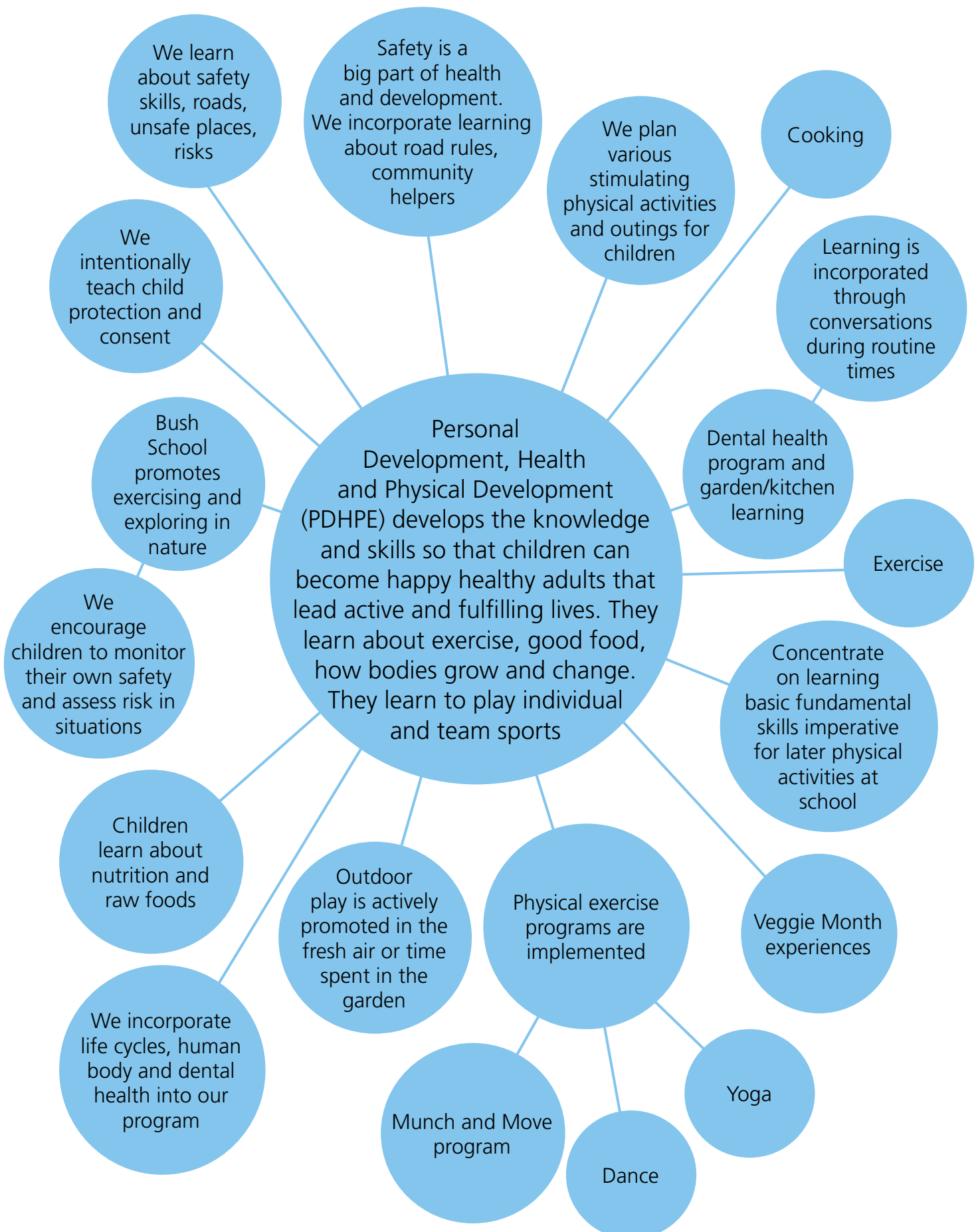
HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATION FOR SCIENCE AND TECHNOLOGY?



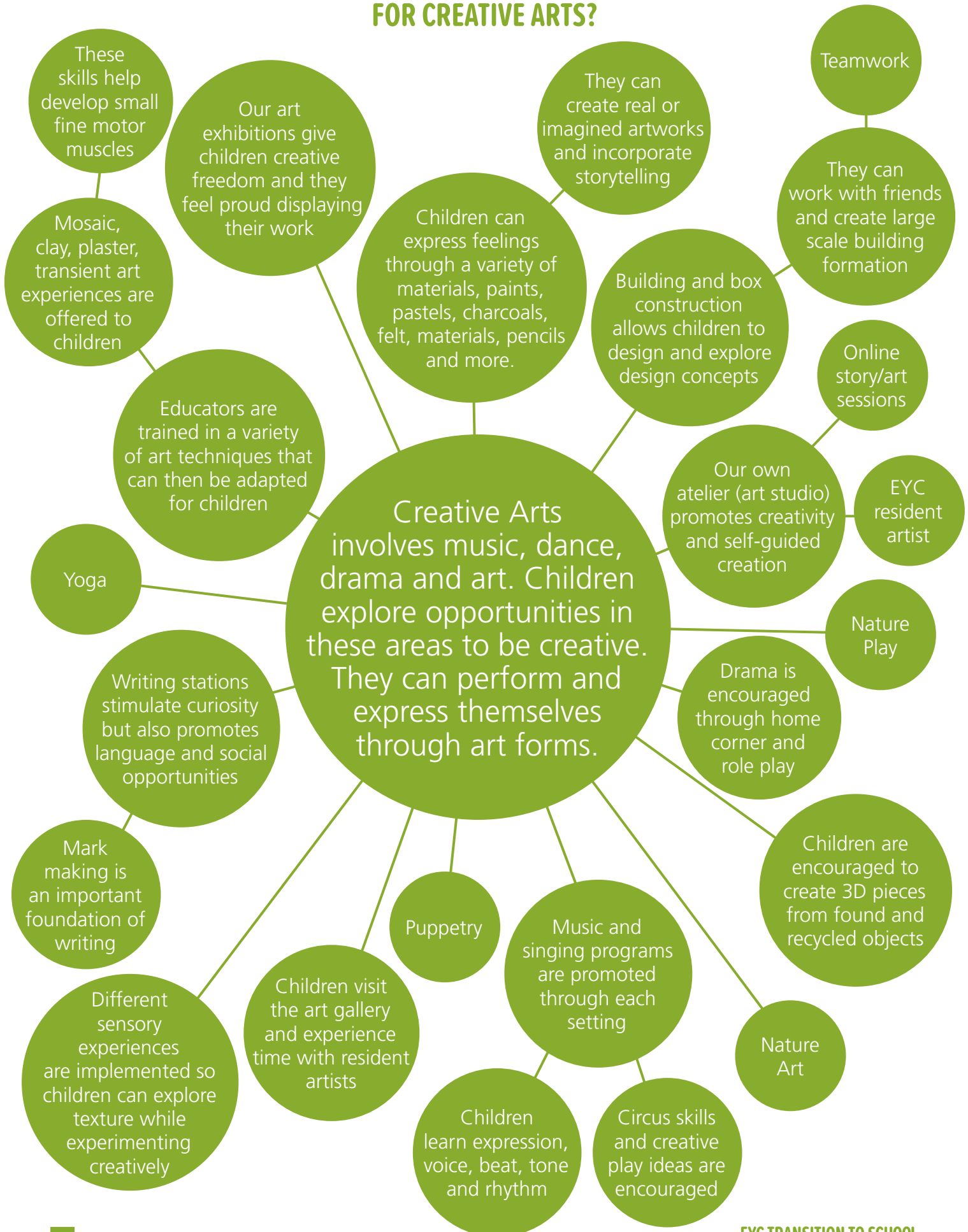
HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR HUMAN SOCIETY?



HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION?



HOW DOES EARLY YEARS CARE PROVIDE THE FOUNDATIONS FOR CREATIVE ARTS?





Early Years Care

Early Years Care is a high quality family day care Early Education Service catering to the childcare needs of families with children aged 0-12 years across NSW.

FOR MORE INFORMATION


Early Years Care
1/52 Sunset Ave
Barrack Heights NSW 2528


Phone: 02 4297 1722

Fax: 02 4297 1711

Email: marie@earlyyearscares.com.au

Web: www.earlyyearscares.com.au

 Early Years Care

 @earlyyearscares

Information contained in this publication is correct at the time of production (March 2023). Sections may be amended without notice in response to changing circumstances or for any other reason. Contact the Approved Provider for any updated information.