

Our Philosophy

- Responsive and warm relationships are central to our work with children, families, staff and community
- We recognise all children as being capable and competent learners, with no boundaries to their learning potential
- We embed an inquiry play based learning approach where child agency is paramount in extending their thinking and learning, in authentic ways.
- We value the importance of nature play, sustainable practices, and respect the environment as the third teacher
- Educators work in partnership with families, service providers, schools, and the wider community to develop learning programs

Our Philosophy in action!

We allow children to follow their sensory needs. This may involve sensory learning where children can fully immerse themselves in experiences such as mud, sand, water and paint. Educators have fun and join in too!

Educators use the skill of Responsive Relationships to be present, intentional and in the moment. Educators pride themselves on being kind, welcoming, friendly and inclusive in their interactions with children and families.

Children are encouraged to take risks in their learning, by challenging their gross motor skills through climbing trees and jumping from heights.

We have loose parts readily available for the children to transport and to use how they see fit, and we see children as being able to make play choices that drive their ideas, with educators following their lead

We take opportunities during the day to have explicit small group experiences that involve games, inquiries and reading, as research shows that smaller groups have greater benefits to learning than larger groups.

Educators reflect on their practice, drawing from a range of perspectives and current early childhood research, to improve programs.