

Planet

EARLY CHILDHOOD LEARNING CENTRE

Proposed Amendments to Education & Childcare LEP & SEPP

Introduction of 'Transition to School Outdoor Care' Model and Shared Premises Long Day Care Model into Centre-Based Child Care



Submission

Date Issued: 06.05.2017
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Upon implementation of the changes proposed in
this document, Remy Crick will be available for
consultancy.

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Executive Summary

This report will provide amendments to the draft Education and Childcare State Environmental Planning Policy as outlined by NSW Department of Planning and Environment, and propose the introduction of the 'Transition to School Outdoor Care' model and also the Shared Premises Long Day Care model into centre-based child care education and care services.

It will also provide a definition and outline benefits of the emerging learning 'outdoor classroom' approach to early childhood education, and how this can be incorporated into the Education and Childcare State Environmental Planning Policy.

1 Introduction

1.1 Planet Early Childhood Learning Centre



Founded in 1997, Planet Early Childhood Learning Centre is a privately-run Long Day Care Service located in Coledale, NSW, with an educational Pre-School and 'Transition to School' program for children aged 2-6 years. Our focus is 'Learning through Play' and we encourage friendships and environmental awareness.

Planet aims to actively promote the education of children in our care in accordance with the Australian Children's Education & Care Quality Authority (ACECQA), the National Quality Framework, and the Early Years Learning Framework.

Planet has been rated as EXCEEDING in the National Quality Standards in the 7 key areas as well as in each of the 58 categories that were assessed by ACECQA.

Planet engages in the 'Transition to School' program with Coledale School, where our older children are given the most authentic induction to Primary School as possible.

Liasing with the local school is part of our community engagement; with visits and activities organised on a regular basis. These include utilising the school's; library, community garden, whale watching platform, and eco frog pond.

Planet also regularly conducts excursions with children of all ages to Coledale Beach and Coledale soccer fields, whereby the teaching is brought out of the classroom and children engage and interact with the natural environment in order to further their educational learning.

KEY

- Site Boundary
- T Coledale Train Station
- B Bus Stop
- ➔ Main Arterial Route



Our service has been rated as **EXCEEDING** in the National Quality Standards in the **7 key areas** as well as in each of the 58 categories as assessed by **ACECQA**.

1 Introduction

1.1 Planet Early Childhood Learning Centre

Susie Crick is the Founder and Director of Planet Early Childhood Learning Centre. She has successfully run the service since 1997, and has expanded the curriculum and Daily Routine to incorporate 'outdoor classroom learning'.

Having travelled to Stockholm, Sweden in 2014, Susie researched the 'outdoor classroom learning' model first-hand and was invited to join the Founder and CEO of Helianthus on a week's worth of excursions. During that week, Susie researched the workings of their model and visited local parks, museums, lakes, forests and galleries with the pre-school-aged children.

Being inspired and seeking to introduce this model into her own service, Susie introduced the outdoor learning component into the Planet Daily Routine. The Planet educators take the children out daily into their local environment which includes the natural surroundings and community buildings.

The change Susie has witnessed in the children's learning and the enthusiasm in the attitude of the educator's work ethics, has produced results that far exceeded any expectations.

Susie put forward a proposal to the Simon Birmingham, Minister of Education and Training in 2016 and conducted several meetings with notable educational authorities and leaders to implement the 'outdoor classroom learning' model into the Australian early childhood education system. Susie Crick requests an active role in assisting to find solutions for the development of the early childhood education model in Australia, and feels that she would be a most valuable partner in this dialogue.

Aside from her role at Planet as Director, Susie is also on the Board of Directors for the Surfrider Foundation Australia, and in October will be assuming the role of CEO for this international ocean-conservation voluntary body.



Susie Crick

Remy Crick has worked in an administrative and educator role at Planet Early Childhood Learning Centre since 2011. She is currently in her final year of Masters of Architecture at the University of New South Wales, whilst simultaneously completing her Diploma of Early Childhood Education.

Remy has extensive knowledge in architecture, town planning, and community responsive urban design models having worked as an architectural graduate for SJB Architecture in Sydney from 2011 - 2016.

Her role at Planet Early Childhood Learning Centre entails the following; Quality Improvement Plan development, risk minimisation documentation, environmental and sustainable auditing, marketing and website development, architectural drafting of the premises and also human relations officer.

In 2016, Remy endeavoured to establish her own

long-day care service that was rapidly innovative and drew upon the 'outdoor learning model' as researched by her mother Susie Crick, during her time in Sweden. Having undertaken extensive research of her own based on the need for this model in the Australian environment (outlined later in this document) and developed a comprehensive business plan and corporate implementation strategy, Remy endeavoured to launch her Transition to School Outdoor education and care service. Having attended several meetings alongside her mother Susie (including that of Simon Birmingham, Minister for Education and Training), it was made clear that the current State Environmental Planning Policy did not accommodate for such an innovative yet successfully proven learning model.

Aside from studying architecture and early childhood education and her role at Planet, Remy has created her own successful beverage company that has both domestic and international traction.



Remy Crick

1 Introduction

1.2 Proposed LEP Summary

The draft amendment to the Standard LEP for Child Care updates all Local Environmental Plans across NSW to include the national definitions of early childhood education and care facilities as well as permitting child care facilities in all R2 Low Density Residential and IN2 Light Industrial zones.

The focus of this report will be examining Schedule 1 - Amendment of Standard Instrument prescribed by Standard Instrument (Local Environmental Plans) Order 2006:


[5] Dictionary

Omit the definition of child care centre. Insert in alphabetical order:

centre-based child care means a building or place used for the education and care of children that provides any one or more of the following:

- (a) long day care,
- (b) occasional child care,
- (c) out-of-school-hours care (including vacation care),
- (d) preschool care,
- (e) a family day care service (within the meaning of the Children (Education and Care Services) National Law (NSW), but does not include:
- (f) a building or place used for home-based child care or school-based child care, or
- (g) an office of a family day care service, or
- (h) a babysitting, playgroup or child-minding service that is organised informally by the parents of the children concerned, or
- (i) a child-minding service that is provided in connection with a recreational or commercial facility (such as a gymnasium) to care for children while the children's parents are using the facility, or
- (j) a service that is concerned primarily with the provision of private tutoring, or lessons or coaching in, or providing for participation in, a cultural, recreational, religious or sporting activity, or
- (k) a child-minding service that is provided by or in a health services facility, but only if the service is established, registered or licensed as part of the institution operating in the facility.

public consultation draft



New South Wales

Standard Instrument (Local Environmental Plans) Amendment Order (No 2) 2016

under the
Environmental Planning and Assessment Act 1979

_____, Governor

[If this Order is made, the following enacting formula will be included:]
I, General The Honourable David Hurley AC DSC (Ret'd), Governor of New South Wales, with the advice of the Executive Council, and in pursuance of section 33A of the *Environmental Planning and Assessment Act 1979*, make the following Order.

Dated, this _____ day of _____ 2016.

By His Excellency's Command,

Minister for Planning

e2016-168.d09 5 December 2016


1.3 Proposed SEPP Summary

The proposed Education and Child Care State Environmental Planning Policy (SEPP) proposes changes that will make it easier for child-care providers, schools, TAFEs and universities to build new facilities and improve existing ones by streamlining the planning process to save time and money and deliver greater consistency across NSW. The proposed SEPP balances the need for delivery of additional educational infrastructure with a focus on good design.

The proposed SEPP aims to:

- Streamline the planning system for education and child care facilities including changes to exempt and complying development;
 - NSW will be the first State to bring Commonwealth Laws regulating early childhood education and care into a state planning system;
 - Brings the Department of Education into the planning process early, and gives child care providers and developers information, from the beginning regarding all national and state requirements for new child care services;
 - Streamline the delivery of new schools and upgrading existing facilities, with a focus on good design; and
 - Assist TAFEs and universities to expand and adapt their specialist facilities in response to the growing need, and to maintain our reputation for providing world class tertiary education, while allowing for more flexibility in the use of their facilities.
- The NSW Government is proposing the following changes to the planning system:
- Aligning the National Quality Framework for Early Childhood Education and Care Facilities into the NSW planning system;
 - Simplifying and streamlining the planning approval process by allowing certain early childhood education and care facilities to be assessed as exempt or complying developments;
 - Referring development applications that do not meet key national requirements to the Department of Education early in the assessment process, allowing applicants to make any necessary modifications early in the design process;
 - Allowing early childhood education and care facilities to be temporarily relocated (through an exempt development process) in the event of an emergency;
 - Amend all Local Environmental Plans to permit centre-based child care in all R2 Low Density Residential and IN2 Light Industrial zones, allowing child care centres in more locations Closer to homes and workplaces; and
 - introduce the Child Care Planning Guideline, which contains key national requirements and design guidance for child care facilities.

public consultation draft



New South Wales

**State Environmental Planning Policy
(Educational Establishments and Child Care
Facilities) 2017**

under the
Environmental Planning and Assessment Act 1979

[The following enacting formula will be included if this Policy is made:]
His Excellency the Governor, with the advice of the Executive Council, has made the following
State environmental planning policy under the *Environmental Planning and Assessment Act 1979*
in accordance with the recommendation made by the Minister for Planning.

Minister for Planning

x2016-234.d10 14 December 2016

1.3 Proposed SEPP Summary

23 Centre-based child care - non-discretionary development standards

- (1) The object of this clause is to identify development standards for particular matters relating to centre-based child care that, if complied with, prevent the consent authority from requiring more onerous standards for those matters.
- (2) The following are non-discretionary development standards for the purposes of section 79C (2) and (3) of the Act in relation to the carrying out of development for the purposes of centre-based child care:
 - (a) **location** - the development may be located at any distance from an existing or proposed early childhood education and care facility
 - (b) **indoor or outdoor space**
 - (i) for development to which clause 107 (indoor unencumbered space requirements) or 108 (outdoor unencumbered space requirements) of the *Education and Care Services National Regulations* applies - the unencumbered area of indoor and the unencumbered area of outdoor space for the development complies with the requirements of those clauses, or
 - (ii) for development to which clause 28 (unencumbered indoor space and useable outdoor play space) of the *Children (Education and Care Services) Supplementary Provisions Regulation 2012* applies - the development complies with the indoor space requirements or the useable outdoor play space requirements in that clause,
 - (c) **site area, site coverage and site dimensions** - the development may be located on a site of any size, cover any part of the site and have any length of street frontage or any allotment depth,
 - (d) **colour of building materials or shade structures** - the development may be of any colour or colour scheme unless it is a heritage item or in a heritage conservation area,
 - (e) **design** - the development satisfies the design criteria in the *Child Care Planning Guideline*.
- (3) To remove doubt, this clause does not prevent a consent authority from:
 - (a) refusing a development application in relation to a matter not specified in subclause (2), or
 - (b) granting development consent even though any standard specified in subclause (2) is not complied with.

24 Centre-based child care - development control plans

- (1) A provision of a development control plan that specifies a requirement, standard or control in relation to any of the following matters (including by reference to ages, age ratios, groupings, numbers or the like, of children) does not apply to development for the purpose of the centre-based child care centre:
 - (a) glazed areas,
 - (b) operational or management plans or arrangements (including hours of operation),
 - (c) demonstrated need or demand for child care services,
 - (d) proximity of facility to other early childhood education and care facilities,
 - (e) fencing,
 - (f) laundry and hygiene facilities,
 - (g) indoor space requirements,
 - (h) outdoor space requirements,
 - (i) toilet and hygiene facilities,
 - (j) ventilation and natural light,
 - (k) administrative space,
 - (l) nappy change facilities,
 - (m) any matter provided for in the *Child Care Planning Guideline*,
 - (n) any other matter relating to development for the purpose of centre-based child care for which provision is made by or under the *Children (Education and Care Services) National Law (NSW)* or the *Children (Education and Care Services) Supplementary Provisions Act 2011*.

2 Education Principles

The following education principles form the justification for amending the proposed LEP and SEPP, and will be investigated further in this report.



Safety and Wellbeing

Children must be safe and secure with their mental, emotional, social, physical and spiritual needs met.



Educational Curriculum

Daily curriculum must be age-appropriate and address all areas of development in a fun and educational way that complies with National Standards.



Innovative Management

Management must be forward-thinking to optimise children's learning to their full potential whilst, creating an innovative and positive work place.



Compliance

Curriculum, governance procedures, administration and record-keeping must be of a high-quality, organised and accessible.



Ease of Transition

Transition between developmental stages of learning must be nurtured, including that of the transition from early childhood to primary education.



Co-Location

Utilise existing educational facilities so as to save resources, money and time inevitably boosting the economy.



Sustainable Relationships

Create sustainable relationships between that of the children, their families, educators, service management, the wider community and also the natural environment.



Community Interaction

Increase community interaction by creating meaningful, ongoing relationships with the local community and utilise existing local amenity.

3 Weaknesses of LEP and SEPP

| Proposed LEP | Weakness | Education Principles Met | Education Principles Not Met | Conclusion |
|--|---|--------------------------|---|---|
| <p>A centre-based child care means a building or place used for the education and care of children that provides any one or more of the following:</p> <p>(a) long day care,</p> | <p>Although stated by the LEP 'a building or place used for the education and care of children that provides any one or more of the following - long day care centre', the governing body approving centre-based services ACECQA contradicts this stating 'a service provider is not permitted to operate out of an approved education and care facility where a approved service provider currently operates'.</p> | Safety and Wellbeing | Innovative Management, Co-Location, Sustainable Relationships | It is currently illegal for more than one approved provider to operate out of an approved education and care service. This results in a child-care facility being under-utilised, as both night care and weekend care could be provided (apparent times when child-care services are not in operation). |

| Proposed SEPP (23 Centre-based child care - non-discretionary development standards) | Weakness | Education Principles Met | Education Principles Not Met | Conclusion |
|---|---|--------------------------|---|---|
| (a) location - the development may be located at any distance from an existing or proposed early childhood education and care facility | As outlined above it is currently illegal for more than one approved provider to operate out of an approved education and care service. | Safety and Wellbeing | Innovative Management, Co-Location, Sustainable Relationships | More than one approved provider should be legally entitled to operate out of an ACECQ approved education and care service, as long as their hours of operation do not overlap (ie night care, weekend care) |
| (b) indoor or outdoor space - in relation to unencumbered indoor play space and unencumbered outdoor play space | The required 3.25m2 of unencumbered indoor play space per child and 7m2 of unencumbered outdoor play space per child is met when an existing approved education and care service is utilised, and on the other hand is not relevant in the Transition to School Outdoor model where the learning is taken outside of the classroom. | | | The current insular child-care service model is wasteful in regards to resources, money and time, whereby the learning could be taken outside of the classroom or take advantage of co-location and local community amenities and use of existing educational facilities. |
| (c) site area, site coverage and site dimensions (d) colour of building materials or shade structures (e) design | Only regards the development/construction of proposed education and care services, however is not reflected within the organisation of space in existing education and care services. | | | Must be carried through to existing education and care facilities so as to encourage co-location and utilisation of resources. |

Please see next page for continued examination of weakness of proposed SEPP.

3 Weaknesses of LEP and SEPP

| Proposed SEPP (24 Centre-based child care - development control plans) | Weakness | Education Principles Met | Education Principles Not Met |
|--|---|--------------------------|---|
| (a) glazed areas (j) ventilation and natural light | Existing approved education and care service would be designed with adequate glazed areas, ventilation and natural light, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. In regards to the Transition to School Outdoor Model this aspect is not relevant as the learning is taken outside of the classroom. | Safety and Wellbeing | Innovative Management, Co-location, Sustainable Relationships |
| (b) operational or management plans or arrangements (including hours of operation) (k) administrative space | Additional approved providers and management of the Transition to School Outdoor Model would have all documentation accessible at all times via digital form on a laptop, iPhone, iPad; and would have any necessary hard copy's of documents safely, securely and compactly stored in the existing designated administration office space or aboard the bus. | | |
| (c) demonstrated need or demand for child care services | As further explained in 'Research and Benefits - Australian Statistics', there is an obvious need for increased early childhood care in Australia both throughout the week, on the weekends and also during night periods. | | |
| (d) proximity of facility to other early childhood education and care facilities | Consolidation of approved providers utilising the same education and care service would be save time, money and resources and improve the amenity for families in the local area. | | |
| (e) fencing | Existing approved education and care service would be designed with adequate fencing, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. In regards to the Transition to School Outdoor Model this aspect is not relevant as the learning is taken outside of the classroom where increased educator supervision is carried out. | | |
| (f) laundry and hygiene facilities (l) nappy change facilities | Existing approved education and care service would be designed with adequate nappy change, laundry and hygiene facilities, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. In regards to the Transition to School Outdoor Model this aspect is not necessary as this type of care would only be eligible for children aged 4-6 and therefore nappy facilities are not needed. Soiled clothing of children would be dealt with appropriately by educators and placed in a plastic bag. | | |
| (g) indoor space requirements (h) outdoor space requirements | Existing approved education and care service would be designed with adequate indoor and outdoor space requirements, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. In regards to the Transition to School Outdoor Model this aspect is not relevant as the learning is taken outside of the classroom. | | |
| (i) toilet and hygiene facilities | Existing approved education and care service would be designed with adequate toilet and hygiene facilities, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. Children would be encouraged to use the toilet at the approved educational care facility prior to departing in the morning. A portable toilet with age-appropriate seat fitting, First Aid Kit, sanitizers, drinking water and baby wipes will be kept on the bus to use throughout the day if there is not a suitable toilet located at the place of learning. | | |
| (j) ventilation and natural light | Existing approved education and care service would be designed with adequate glazed areas, ventilation and natural light, and therefore the additional approved providers facilitating night or weekend care would be in compliance also. In regards to the Transition to School Outdoor Model this aspect is not relevant as the learning is taken outside of the classroom. | | |

4 Research and Benefits

4.1 Learning Principles

The 'Outdoor' learning approach was established in Scandinavia over 50 years ago, and has since become a worldwide educational movement emerging in countries such as the United Kingdom, Canada, Japan and New Zealand. Outdoor learning allows contact with nature on a daily basis, where smaller groups of children are accompanied by educators to engage in experiential and emotional based learning, with a focus on sensory and imaginative play. This sustainable approach to knowledge acquisition, utilises every-day found objects in nature as technical aids, in order develop key life and academic skills.

Outdoor Preschool Principles:

- Holistic approach to children's learning / development
- Each child is unique and competent
- Children are active and interactive learners
- Children need real-life, first hand experiences
- Children thrive in child-centred environments
- Children need time to experiment and develop independent thinking
- Learning from social interactions
- Undisrupted, free from rule play
- Children thrive when exploring and investigating natural surroundings

4.2 Issues Facing Play

There is an increasing amount of pressure on parents and childcare services alike to provide children with a first-rate education in the over-anxious, risk averse society in which we live. The multiplicity of socio-cultural fear complexes are infinite, ultimately depriving children of moral and social engagement necessary to engage and interact with the people and world around them. These issues include:

- Parental fears about safety / being categorised as irresponsible
- Childcare services fears of litigation
- Emergence of the insular 'home habitat'
- Access to / lack of natural ecosystems
- Commercialisation of civic spaces
- Ease of access / entertainment value of technology
- Childhood obesity
- Lack of adult presence / interaction and 'quality time'
- Administration / costs / waiting list times of childcare services
- Social and Integration issues with other children / primary school

The 'home habitat', increasing amount of restrictive standards and regulations on childcare services and playgrounds, and the risk sensitive culture that has arisen because of these factors, are issues that will be discussed further on the next page.



01

Home Habitat

The emergence of the 'home habitat' is commonplace to most families leading busy, work-dominated schedules; and consists of the 15m² of space in the living room/bedroom that the child spends most of their time. This insular, restricted indoor space is a direct result of reduced urban dwelling size, financial pressures of the working parent and fear of being judged harshly if their child is seen in public unaccompanied in the presence of traffic, strangers and other unknown dangers.

This 'new nature' is increasingly urban, sedentary and technology led; creating increased pressure on the child to be content with the highly safe, sanitised and entertainment-driven home zone. Fear of making mess, creating noise, and the 'iPad going dead' are the issues faced by children and parents of today; however are often categorised as subservient to the more imperative problems such as childhood obesity, vitamin D deficiency and a lack of belonging to the community and the world around them. Ultimately this artificial environment disrupts the child's natural urge to explore and push boundaries; and results in a reduction in physical, cognitive, social and emotional competences.

02

Standards, Regulations + Play Equipment

Management systems and today's 'culture of blame' society are evidently fuelling the highly-restricted standards and regulations put on children's play spaces. The widespread presumption that injury prevention is beneficial for the overall wellbeing of children, is leaving youth 'bubble-wrapped' as standards and regulations of play place emphasis on physical injury and do not factor in the obscure, psychological benefits of play.

An authoritarian approach has been adopted for standard decision making, and is highly managed by equipment manufacturers, trade associations, playground designers, insurers, service inspectors and parents - each with their own personal and economic agenda. Unsupportive of 'free play' and 'naturalistic contexts', these regulations do not cater to localised circumstances as the distinction between objective, technical considerations and value based judgements are treated as one unified means to making decisions regarding standards. Children's behaviours also add to risk of play spaces, therefore environmental modifications to playgrounds are not likely to be sufficient to prevent injury.

These standards and regulations directly affect the play behaviours of children, however is it clear that play provision should aim at managing the balance between the need to offer risk, yet keep children safe from serious harm. Play is supposed to be freely chosen - so does a deviation from a standard really infer an increased and unacceptable level of risk?

03

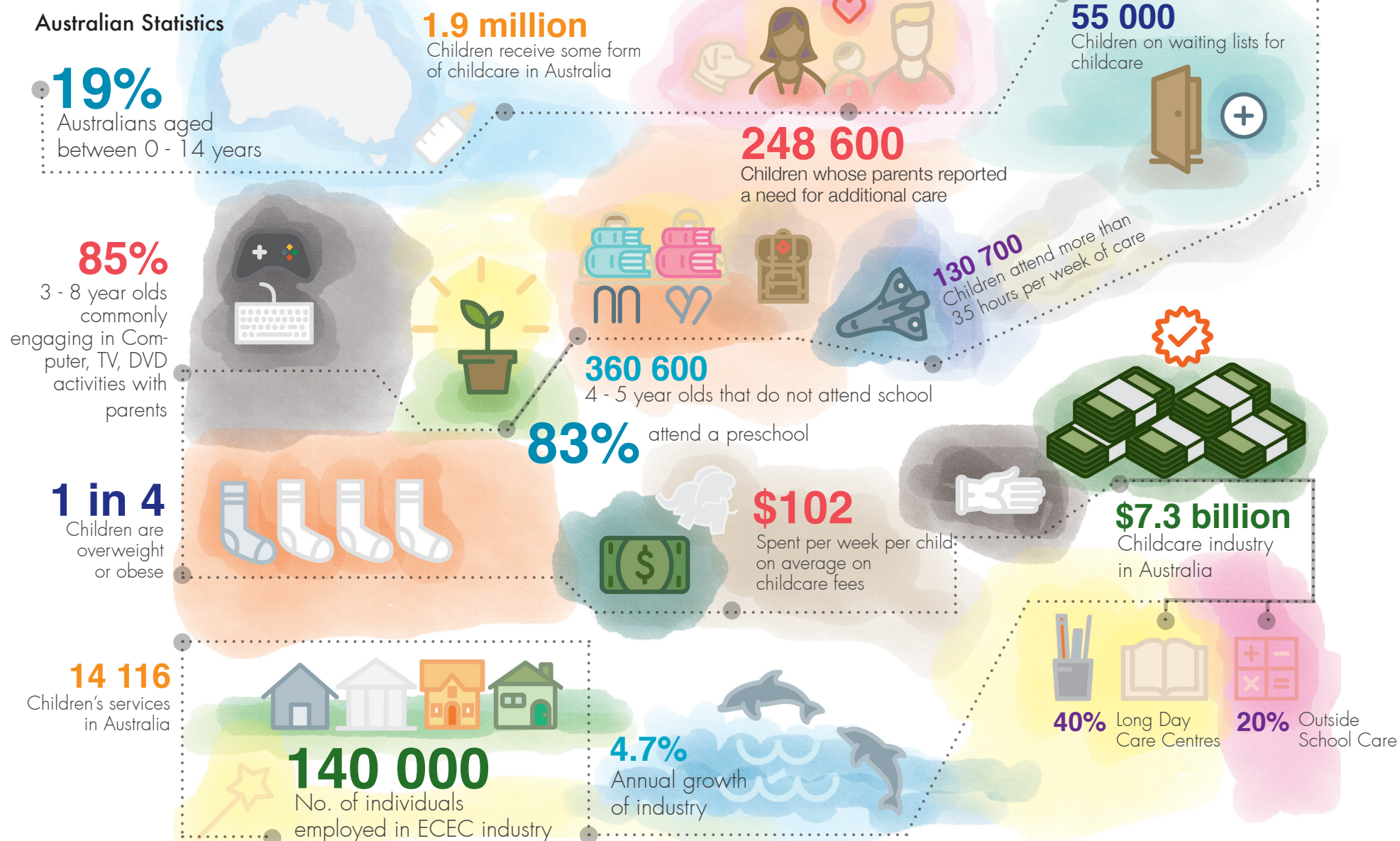
Risk

It is important for children to gain exposure to risk at a personal level, through outdoor play at a young age. There are three main types of risk; performance (attempting to do something where you might fail), social (where interacting with others may lead to a misunderstanding and cosmological (dealing with anticipated events). To attempt to isolate and shelter children, excludes them from many social relationships, emotional excitement and involvement with other children, essentially averting from the evolutionary process of 'learning from one's mistakes'.

Parents are over-anxious of 'failing' in the public eye, and are not taking responsibility for their child's actions, behaviours and learning experiences - dependent on learning tools and place the blame on childcare services. Attempting to engineer a risk-free world pushes children into an unrealistic mindset where uncertainty is not supposed to occur, resulting in children being unexperienced and desensitised to potential health risks.

The compensation phenomenon and use of safety equipment (i.e, soft-fall) is resulting in misconceptions of risk injury, as individuals assume that this completely protects them against all injury and the need to be cautious no longer exists - resulting in greater risk-taking / increased tolerance for risk.

4.3 Australian Statistics



4.4 Characteristics, Opportunities, Risks + Risk Minimisation



Characteristics of Managed Playgrounds

- Intensive use of engineered, manufactured and static playground equipment
- Sand activities
- Rules about play
- Specific activities for specific children (age, ability etc.)
- Cleaning up is emphasised
- Fear of mess, dirt and rain
- Non-sensory due to use of synthetic materials
- Defined play boundary
- Lack of nature
- Distance to nature

Opportunities of Nature Playgrounds

- Challenging / stimulating
- Imitate and observe
- Undefined play territory
- Sensory / elemental (water, air, sand)
- Inventive use of loose parts 'treasures'
- Flora and fauna
- Climb up/down, swing, jump
- No arguments about territory/play items
- Variation in scale, ecosystem
- Seasonal changes
- Gain experience with risk
- Evolving Topography
- Working in groups
- Negotiate items, territories, rules and logic
- Little tidying up
- Real tools and rules
- Compulsory walk to site and immersion

Risks of Nature Playgrounds

- Heights
- Speeds
- Dangerous elements (fire, water, rocks)
- Play tools
- Rough and tumble play
- Getting lost
- Poisonous / dangerous flora and fauna

Risk Minimisation in Nature

- Increased supervision (children always in sight, smaller ratios etc.)
- Presence of well trained educators
- Safe / predictable outdoor environment
- Increased care / supervision of children with bodily / mental competencies
- Avoid places with unsafe water levels, contour changes and close to roads
- Arrange waiting / meeting places
- Children to always walk with educators
- First Aid Kits, Water, Sunscreen, Snacks readily available
- Implement SunSafe measures

4.5 Benefits of Outdoor Play



Children

- Children's attitudes / knowledge / respect towards nature are enhanced
- Freedom to play however they wish to do so, without rules regarding cleanliness, loudness, activity-based
- Atypical activity types, group dynamics and relationships, physical skills and observation are explored
- Positive disposition towards risk and challenge
- Increased confidence, motivation, self managing, concentration and trust
- Invigorate senses
- Balance / gross motor skill development
- Moral growth nurtured
- Life-time habits formed around outdoor routines and exercise leading to a decrease in potential obesity and related health issues later on in life

Parents

- Families' attitudes towards children's risk management are enhanced
- Become observers and interact with child's learning experience
- Reinvigorated view of value of unrestricted outdoor play
- Relationships between child / parent are enhanced
- Strong sense of ownership, in the 'passing down of knowledge'
- Greater trust in unrestricted play

Educators

- Teachers' understandings of / relationships with children are deepened
- Promote professional growth
- New skill set (i.e. knowledge of fauna, tree planting)
- Self confidence
- Diversity in daily work environments and routine

Community

- Visible and engage in local community
- Encourage family re-visits to local play sites
- Engage with local professionals and media
- Child-friendly communities that are sustainable and beneficial
- Positive outcomes for many diverse communities including disadvantaged or challenging youth, children with autism and abusive backgrounds

4 Research and Benefits

4.6 Proposed Transition to School Outdoor Model

Vision Statement

- Nurture children through education and respect

Model

- Innovative pedagogical concept offered to 'Transition to School' children
- A rich educational experience, allowing children to gain exposure to different environments, living organisms, free play and the elements
- High-quality altered Long Day Care model with administrative and business operational behaviours conducted from an existing approved education service
- Utilise a fully equipped, age-appropriate bus to transport educators and children to planned, educational activities on a day-to-day basis

Children

- 4 - 6 year old children in need of additional care
- Children living in both rural / urban areas from families of differing incomes

Management

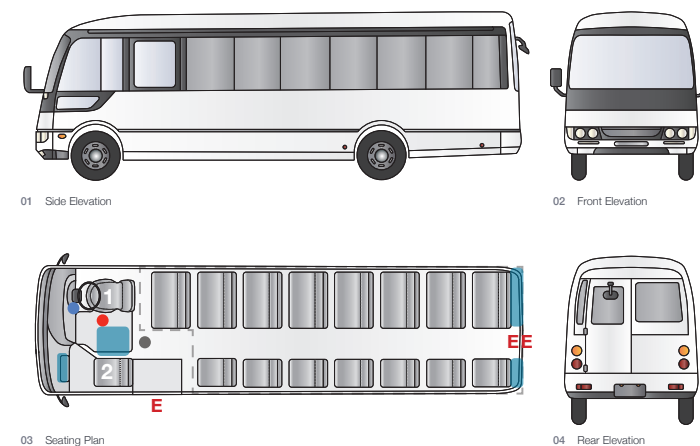
- All administrative duties will be carried out by the Director of the Transition to School Outdoor service. This Director may operate out of the same administration office as the Director of the existing approved education service (as only approved Long Day Care service operators are eligible to carry out this model).

Operations

- May be operational 7 days of the week
- Designated drop-off / pick-up time at existing approved education service: 8.00am - 8.30am, 3.30pm - 4.00pm
- Educational activities and transport times to be carried out between the hours of: 8.30am - 3.30pm
- Only existing approved Long Day Care services are eligible to implement the Transition to School Outdoor Model at their service
- Operational from 8.00am - 4.00pm to satisfy 8 hour minimum care in order for enrolled families to be eligible for CCB
- Educator-child ratios maintained at all times (separate to day-to-day operations of existing Long Day Care service).
- Appropriate Risk Assessments and Permission Slips for each of the designated outdoor learning venues must be created, approved and signed by the authority and by parents of children enrolled in the service
- There will always be two daily itinerary's planned and supplied to parents; one daily itinerary planned around an activity based on good weather conditions and another daily itinerary planned around bad weather conditions. Both permission slips must be signed prior to the child arriving at the service.

Bus Design

- The daily excursions will be carried out on a modified bus that is sufficiently equipped in order to safely and legally transport children to the daily planned activities.
- The bus will be equipped with; mobile phone + charger, first aid kit, GPS, witches hats, emergency contact details of children, daily itinerary / timetable, child checklist, medication / management plan for children with chronic illness / allergic condition, toilet seat fitting and step device, 5L water dispenser + plastic cups, sunscreen, service policies, reflective vests for children, spare broad-rimmed hats / jumpers etc. for children, large-sized tarp, outdoor portable pergola, personal belongings of children and educators, portable toilet

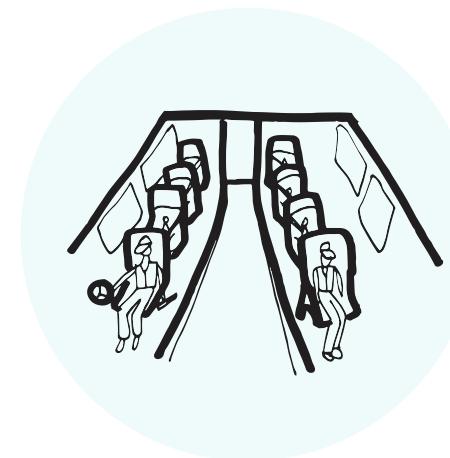


Key:

- 1 Authorised Educator Seat 1 / Driver
- 2 Educator Seat 2
- Alcohol Interlock
- Child Seats
- Exit Door
- E Emergency Exit
- EE Emergency Exit
- Storage
- Smoke Alarm
- Fire Extinguisher



4.6 Proposed Transition to School Outdoor Model



8.00am - Drop Off

- Children dropped off by parents at a secure location within an approved licensed educational service utilising co-location (for example, classroom of existing early childhood learning service or primary school etc.).
- Parents sign their child in using the Daily Roll that is kept with Nominated Supervisor.
- Ratio of educators to children maintained with National Standards.
- One educator to aid children in using toilets at educational facility if needed and/or applying sunscreen to enrolled children.
- Children will be provided with free play indoor activities (puzzles, books etc.) until all of the enrolled children have arrived and will be supervised at all times.

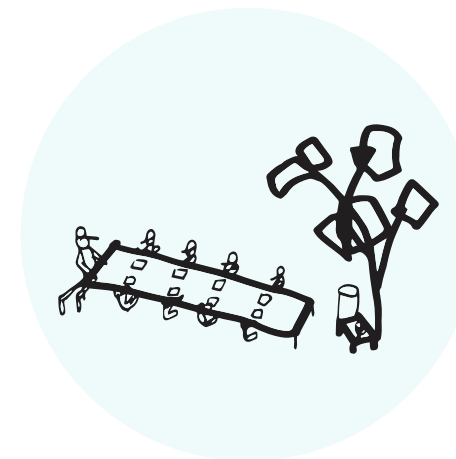
8.30am - Depart Licensed Venue

- Nominated Supervisor fit children with high-visibility fluorescent vests and double check the roll.
- Educators aid children with boarding the bus and securely position their seatbelts in the age-appropriate booster seats on bus and also their personal belongings.
- Educators and children depart licensed venue, with one educator assigned as the driver of the bus.
- Note: Bus equipped with; mobile phone + charger, first aid kit, GPS, witches hats, emergency contact details of children, daily itinerary / timetable, child checklist, medication / management plan for children with chronic illness / allergic condition, toilet seat fitting and step device, 5L water dispenser + plastic cups, sunscreen, service policies, reflective vests for children, spare broad-rimmed hats / jumpers etc. for children, large-sized tarp, outdoor portable pergola, personal belongings of children and educators, portable toilet

9.00am - Discovery / Munch'n'Move

- Discovery / Munch'N'Move activity to take place upon arrival of designated learning space.
- Note: This time may vary due to the time that it takes to arrive to the designated learning space.

4.6 Proposed Transition to School Outdoor Model



10.00am - Morning Tea and Drinks

- Children to wash hands using water that is kept on the bus, or in a bathroom if available at designated learning venue.
- Nutritional morning tea (brought by children) served at designated learning space.
- Drinking water will be offered to children.
- Children have opportunity to use portable toilet on bus or bathroom at designated learning venue (step device and age-appropriate seat fitting utilised).

10.30am - Learn Through Play

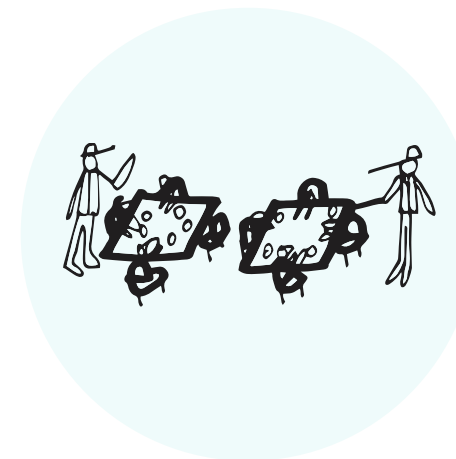
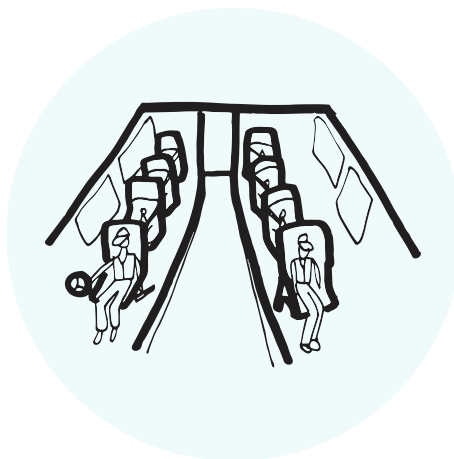
- Learn through play program carried out by educators at designated learning venue, aligning with a curriculum and daily program as prepared by the Nominated Supervisor and educators.

12.00pm - Lunch

- Children to wash hands using water that is kept on the bus, or in a bathroom if available at designated learning venue.
- Nutritional lunch (brought by children) served at designated learning space.
- Drinking water will be offered to children.
- Children have opportunity to use portable toilet on bus or bathroom at designated learning venue (step device and age-appropriate seat fitting utilised).

4 Research and Benefits

4.6 Proposed Transition to School Outdoor Model



12.40pm - School Readiness / Group Experience

- School Readiness / Group Experience carried out by educators at designated learning venue, aligning with a curriculum and daily program as prepared by the Nominated Supervisor and educators.

2.30pm - Relaxation Period / Drive Back to Venue

- Educators aid children with boarding the bus and securely position their seatbelts in the age-appropriate booster seats on bus and also their personal belongings.
- Educators and children depart designated learning venue, with one educator assigned as the driver of the bus.
- Children to sleep/relax in their seats on the bus

3.00pm - Afternoon Tea and Drinks

- Children to wash hands using water that is kept on the bus, or in a bathroom if available at designated learning venue.
- Nutritional morning tea (brought by children) served at licensed educational service or on bus.
- Drinking water will be offered to children.
- Children have opportunity to use portable toilet on bus or bathroom at designated learning venue (step device and age-appropriate seat fitting utilised).
- Note: This time may vary due to the time that it takes to arrive to licensed educational service, if the learning was conducted at a venue that was a long distance away from licensed educational service, the children may have afternoon tea and drinks on the bus that is supervised by educators.

4 Research and Benefits

4.6 Proposed Transition to School Outdoor Model



3.30pm - Storytime and Indoor Play

- Children will be provided with free play indoor activities (puzzles, books etc.) until all of the enrolled children have been collected by their parents with their names marked off on the Daily Roll.
- Children will be supervised at all times, with one educator to aid children in using toilets at educational facility if needed.

4.00pm - Close

- Nominated Supervisor and educators to charge mobile phone on bus, replenish first aid kit if needed, turn off GPS, place itinerary and timetable for the following day on the bus, clean portable toilet, clean toilet seat fitting, fill water dispenser with fresh drinking water, wash plastic cups and replace them on bus, replenish sunscreen on bus if needed, clean and vacuum bus.

5 Proposed Changes

5.1 Proposed Changes to LEP



The draft amendment to the Standard LEP for Child Care updates all Local Environmental Plans across NSW to include the national definitions of early childhood education and care facilities as well as permitting child care facilities in all R2 Low Density Residential and IN2 Light Industrial zones.

The focus of this report will be examining Schedule 1 - Amendment of Standard Instrument prescribed by Standard Instrument (Local Environmental Plans) Order 2006:

[5] Dictionary

Omit the definition of child care centre. Insert in alphabetical order:

centre-based child care means a building or place used for the education and care of children that provides any one or more of the following:

- (a) long day care,
- (b) occasional child care,
- (c) out-of-school-hours care (including vacation care),
- (d) preschool care,
- (e) a family day care service (within the meaning of the Children (Education and Care Services) National Law (NSW), but does not include:
 - (f) a building or place used for home-based child care or school-based child care, or
 - (g) an office of a family day care service, or
 - (h) a babysitting, playgroup or child-minding service that is organised informally by the parents of the children concerned, or
 - (i) a child-minding service that is provided in connection with a recreational or commercial facility (such as a gymnasium) to care for children while the children's parents are using the facility, or
 - (j) a service that is concerned primarily with the provision of private tutoring, or lessons or coaching in, or providing for participation in, a cultural, recreational, religious or sporting activity, or
 - (k) a child-minding service that is provided by or in a health services facility, but only if the service is established, registered or licensed as part of the institution operating in the facility.



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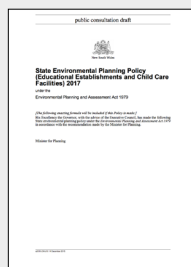
Omit the definition of child care centre. Insert in alphabetical order:

centre-based child care means a building or place used for the education and care of children that provides any one or more of the following:

- (a) long day care (including transition to school outdoor care),
- (b) occasional child care,
- (c) out-of-school-hours care (including vacation care),
- (d) preschool care,
- (e) a family day care service (within the meaning of the Children (Education and Care Services) National Law (NSW), but does not include:
 - (f) a building or place used for home-based child care or school-based child care, or
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 - (k) a child-minding service that is provided by or in a health services facility, but only if the service is established, registered or licensed as part of the institution operating in the facility.

5 Proposed Changes

5.2 Proposed Changes to SEPP



23

Centre-based child care - non-discretionary development standards

- (1) The object of this clause is to identify development standards for particular matters relating to centre-based child care that, if complied with, prevent the consent authority from requiring more onerous standards for those matters.
- (2) The following are non-discretionary development standards for the purposes of section 79C (2) and (3) of the Act in relation to the carrying out of development for the purposes of centre-based child care:
 - (a) **location** - the development may be located at any distance from an existing or proposed early childhood education and care facility
 - (b) **indoor or outdoor space**
 - (i) for development to which clause 107 (indoor unencumbered space requirements) or 108 (outdoor unencumbered space requirements) of the *Education and Care Services National Regulations* applies - the unencumbered area of indoor and the unencumbered area of outdoor space for the development complies with the requirements of those clauses, or
 - (ii) for development to which clause 28 (unencumbered indoor space and useable outdoor play space) of the *Children (Education and Care Services) Supplementary Provisions Regulation 2012* applies - the development complies with the indoor space requirements or the useable outdoor play space requirements in that clause,
 - (c) **site area, site coverage and site dimensions** - the development may be located on a site of any size, cover any part of the site and have any length of street frontage or any allotment depth,
 - (d) **colour of building materials or shade structures** - the development may be of any colour or colour scheme unless it is a heritage item or in a heritage conservation area,
 - (e) **design** - the development satisfies the design criteria in the *Child Care Planning Guideline*.
- (3) To remove doubt, this clause does not prevent a consent authority from:
 - (a) refusing a development application in relation to a matter not specified in subclause (2), or
 - (b) granting development consent even though any standard specified in subclause (2) is not complied with.



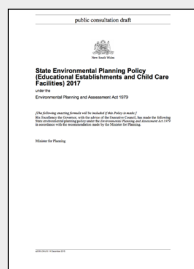
23

Centre-based child care - non-discretionary development standards

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- (2) The following are non-discretionary development standards for the purposes of section 79C (2) and (3) of the Act in relation to the carrying out of development for the purposes of centre-based child care:
 - (a) **location** - the development may be located at any distance from an existing or proposed early childhood education and care facility, **with two approved providers allowed to operate from the same licensed education and care service as long as operational hours do not overlap (permissible for transition to school outdoor care to operate at the same time as long day care service).**
 - (b) **indoor or outdoor space**
 - (i) for development to which clause 107 (indoor unencumbered space requirements) or 108 (outdoor unencumbered space requirements) of the *Education and Care Services National Regulations* applies - the unencumbered area of indoor and the unencumbered area of outdoor space for the development complies with the requirements of those clauses **(does not apply to transition to school outdoor care),** or
 - (ii) for development to which clause 28 (unencumbered indoor space and useable outdoor play space) of the *Children (Education and Care Services) Supplementary Provisions Regulation 2012* applies - the development complies with the indoor space requirements or the useable outdoor play space requirements in that clause **(does not apply to transition to school outdoor care),**
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5 Proposed Changes

5.2 Proposed Changes to SEPP



24

Centre-based child care - development control plans

(1)

A provision of a development control plan that specifies a requirement, standard or control in relation to any of the following matters (including by reference to ages, age ratios, groupings, numbers or the like, of children) does not apply to development for the purpose of the centre-based child care centre:

- (a) glazed areas,
- (b) operational or management plans or arrangements (including hours of operation),
- (c) demonstrated need or demand for child care services,
- (d) proximity of facility to other early childhood education and care facilities,
- (e) fencing,
- (f) laundry and hygiene facilities,
- (g) indoor space requirements,
- (h) outdoor space requirements,
- (i) toilet and hygiene facilities,
- (j) ventilation and natural light,
- (k) administrative space,
- (l) nappy change facilities,
- (m) any matter provided for in the *Child Care Planning Guideline*,
- (n) any other matter relating to development for the purpose of centre-based child care for which provision is made by or under the *Children (Education and Care Services) National Law (NSW)* or the *Children (Education and Care Services) Supplementary Provisions Act 2011*.



24

Centre-based child care - development control plans

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A provision of a development control plan that specifies a requirement, standard or control in relation to any of the following matters (including by reference to ages, age ratios, groupings, numbers or the like, of children) does not apply to development for the purpose of the centre-based child care centre:

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- (j) ventilation and natural light,
- (k) administrative space,
- (l) nappy change facilities,
- (m) any matter provided for in the *Child Care Planning Guideline*,
- (n) any other matter relating to development for the purpose of centre-based child care for which provision is made by or under the *Children (Education and Care Services) National Law (NSW)* or the *Children (Education and Care Services) Supplementary Provisions Act 2011*.
- (o) Approved long day care providers of existing centre-based child care services may operate a transition to school outdoor model out of same premises (therefore nulling the above requirements for this type of care).

5.3 Restrictions and Quality Control

It is apparent that strict regulations should apply to providers of transition to school outdoor care providers that are similar to the requirements of that of a long day care centre. Quality control of this proposed model of care will be carried out via the following:

- Only approved providers are able to establish a transition to school outdoor care service
- Same documentation is required of a transition to school outdoor care service as that of a long day care service, and should be made available in both digital and hard copy and accessible at all times (copies of such documents to be kept on the bus)
- Quality Improvement Plan and individual Learning Stories of Children to be added to every day
- Utilisation of Kinderloop app will engage parents of children in daily programme
- Emergency contacts, medical risk minimisation forms and medications to be stored appropriately on bus
- Bus to be equipped with mobile phone + charger, first aid kit, GPS, witches hats, emergency contact details of children, daily itinerary / timetable, child checklist, medication / management plan for children with chronic illness / allergic condition, toilet seat fitting and step device, 5L water dispenser + plastic cups, sunscreen, service policies, reflective vests for children, spare broad-rimmed hats / jumpers etc. for children, large-sized tarp, outdoor portable pergola, personal belongings of children and educators, portable toilet
- Excursion risk assessments and permission slips for all proposed outdoor learning venues must be prepared and signed by parents of children prior to conducting an excursion
- Emergency risk assessments are prepared prior to conducting an excursion
- Transition to school care services are not exempt from inspections and visitations from the authorities in order to ensure a high level of care is provided

6 Conclusion

6.1 Transition to School Outdoor Model compliance with the National Quality Standards

| National Quality Standards | | | Transition to School Outdoor Model |
|--|--|--|------------------------------------|
| NQS Area 1 Educational Program and Practice | Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development. | Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. | • |
| | | Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. | • |
| | | Element 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning. | • |
| | | Element 1.1.4 The documentation about each child's program and progress is available to families. | • |
| | | Element 1.1.5 Every child is supported to participate in the program. | • |
| | | Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world. | • |
| | Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. | Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. | • |
| | | Element 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. | • |
| | | Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. | • |
| NQS Area 2 Children's Health and Safety | Standard 2.1 Each child's health is promoted. | Element 2.1.1 Each child's health needs are supported. | • |
| | | Element 2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. | • |
| | | Element 2.1.3 Effective hygiene practices are promoted and implemented. | • |
| | | Element 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. | • |
| | Standard 2.2 Healthy eating and physical activity are embedded in the program for children. | Element 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. | • |
| | | Element 2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. | • |
| | Standard 2.3 Each child is protected. | Element 2.3.1 Children are adequately supervised at all times. | • |
| | | Element 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. | • |
| | | Element 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | • |
| | | Element 2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. | • |

6 Conclusion

6.1 Transition to School Outdoor Model compliance with the National Quality Standards

| National Quality Standards | | | Transition to School Outdoor Model |
|---|---|---|------------------------------------|
| NQS Area 3 Physical Environment | Standard 3.1 The design and location of the premises is appropriate for the operation of a service. | Element 3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. | • |
| | | Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained. | • |
| | | Element 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. | • |
| | Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play. | Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. | • |
| | | Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. | • |
| | Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future. | Element 3.3.1 Sustainable practices are embedded in service operations. | • |
| | | Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment. | • |
| NQS Area 4 Staffing Arrangements | Standard 4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. | Element 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times. | • |
| | | Element 4.2.1 Professional standards guide practice, interactions and relationships. | • |
| | Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical. | Element 4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships. | • |
| | | Element 4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills. | • |
| NQS Area 5 Relationships with Children | Standard 5.1 Respectful and equitable relationships are developed and maintained with each child. | Element 5.1.1 Interactions with each child are warm and responsive and build trusting relationships. | • |
| | | Element 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. | • |
| | | Element 5.1.3 Each child is supported to feel secure, confident and included. | • |
| | Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. | Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities. | • |
| | | Element 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. | • |
| | | Element 5.2.3 The dignity and the rights of every child are maintained at all times. | • |

6 Conclusion

6.1 Transition to School Outdoor Model compliance with the National Quality Standards

| National Quality Standards | | | Transition to School Outdoor Model |
|--|--|--|------------------------------------|
| NQS Area 6 Collaborative partnerships with families and communities | Standard 6.1 Respectful and supportive relationships with families are developed and maintained. | Element 6.1.1 There is an effective enrolment and orientation process for families. | • |
| | | Element 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. | • |
| | | Element 6.1.3 Current information about the service is available to families. | • |
| | Standard 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected. | Element 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. | • |
| | | Element 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing. | • |
| | Standard 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. | Element 6.3.1 Links with relevant community and support agencies are established and maintained. | • |
| | | Element 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. | • |
| | | Element 6.3.3 Access to inclusion and support assistance is facilitated. | • |
| | | Element 6.3.4 The service builds relationships and engages with the local community. | • |
| NQS Area 7 Leadership and service management | Standard 7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community. | Element 7.1.1 Appropriate governance arrangements are in place to manage the service. | • |
| | | Element 7.1.2 The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive. | • |
| | | Element 7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service. | • |
| | | Element 7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. | • |
| | | Element 7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. | • |
| | Standard 7.2 There is a commitment to continuous improvement. | Element 7.2.1 A statement of philosophy is developed and guides all aspects of the service's operations. | • |
| | | Element 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. | • |
| | | Element 7.2.3 An effective self-assessment and quality improvement process is in place. | • |
| | Standard 7.3 Administrative systems enable the effective management of a quality service. | Element 7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. | • |
| | | Element 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service. | • |
| | | Element 7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and of any complaints which allege a breach of legislation. | • |
| | | Element 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. | • |
| | | Element 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. | • |

6.2 Transition to School Outdoor Model compliance with The Early Years Learning Framework for Australia

| The Early Years Learning Framework for Australia | | Transition to School Outdoor Model |
|--|---|------------------------------------|
| Outcome 1 Children have a strong sense of identity | Children feel safe, secure, and supported | • |
| | Children develop their emerging autonomy, interdependence, 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 | • |
| Outcome 2 Children are connected with and contribute to their world | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation | • |
| | Children respond to diversity with respect | • |
| | Children become aware of fairness | • |
| | Children become socially responsible and show respect for the environment | • |
| Outcome 3 Children have a strong sense of wellbeing | Children become strong in their social and emotional wellbeing | • |
| | Children take increasing responsibility for their own health and physical wellbeing | • |
| Outcome 4 Children are confident and involved learners | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity | • |
| | Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating | • |
| | Children transfer and adapt what they have learned from one context to another | • |
| | Children resource their own learning through connecting with people, place, technologies and natural and processed materials | • |
| NQS Area 5 Children are effective communicators | Children interact verbally and non-verbally with others for a range of purposes | • |
| | Children engage with a range of texts and gain meaning from these texts | • |
| | Children express ideas and make meaning using a range of media | • |
| | Children begin to understand how symbols and pattern systems work | • |
| | Children use information and communication technologies to access information, investigate ideas and represent their thinking | • |

6 Conclusion

6.3 Transition to School Outdoor Model compliance with United Nations Convention on the Rights of the Child

| United Nations Convention on the Rights of the Child | Transition to School Outdoor Model |
|--|------------------------------------|
| Article 1 (Definition of the Child) Everyone under the age of 18 has all the rights in the Convention. | • |
| Article 2 (Without Discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. | • |
| Article 3 (Best Interests of the Child) The best interests of the child must be a top priority in all actions concerning children. | • |
| Article 4 (Protection of Rights) Governments must do all they can to fulfil the rights of every child. | • |
| Article 13 (Freedom of Expression) Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law. | • |
| Article 15 (Freedom of Association) Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights. | • |
| Article 18 (Parental Responsibilities, State Assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work. | • |
| Article 28 (Right to Education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this. | • |
| Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. | • |
| Article 31 (Leisure, Play and Culture) Every child has the right to relax, play and join in a wide range of cultural and artistic activities. | • |
| Article 41 (Respect for Better National Standards) If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay. | • |
| Article 42 (Knowledge of Rights) Governments must make the Convention known to children and adults. | • |

6.4 Concluding Remarks

In 2015, Remy Crick established her own company Rover Learning Pty Ltd whereby her mother and existing Director of Planet Early Childhood Learning Centre would also take on the position of Director of Rover Learning Pty Ltd. Both Susie Crick and Remy Crick were approved by ACECQA as 'approved providers'.

The intention was for Rover Learning Pty Ltd to gain service approval from ACECQA and to operate out of the same premises as the existing approved provider Planetwork Pty Ltd (at 707 Lawrence Hargrave Drive, Coledale NSW 2515). Rover Learning's provider application was denied by ACECQA as it is currently not legal for two approved providers to operate out of the same education and care venue. Even when negotiations took another route, explaining that Rover Learning Pty Ltd would now only intend to operate on a weekend basis (outside of Planetwork Pty Ltd's current hours of operation), ACECQA rejected this model again as legally 'two separate providers must not operate out of the same education and care service'.

The change to business operations and hours was approved by insurance and also technically aligned with the current regulations as set out by the local council, Wollongong City Council, as stated within the 'Wollongong DCP 2009 Chapter C5 - Child Care Centres' document.

Rover Learning Pty Ltd also saw a need in the local community to provide night care, and when Planetwork Pty Ltd approached ACECQA in regards to this matter, it was also denied on the basis that two separate providers must not operate out of the same education and care service.

During the past two years, Susie and Remy Crick have met with several key Australian figures and authorities within the early childhood industry in order to introduce this innovative model. Having discussed the model in person with the Hon Leslie Williams MP (on behalf of Hon Simon Birmingham - Minister for Education and Training, Senator for South Australia); it was made clear that changes to both NSW LEP and SEPP, National Regulations and also the Education and Care Services National Law Act 2010 must be changed in order for this model to come to fruition.

It is apparent that the current LEP and SEPP regulations in regards to early childhood education are not aligned with that of the forward-thinking educational models of other countries in the world (for example Sweden and Denmark), and this is an issue that must be addressed with significant importance.

The transition to school outdoor care model proposed throughout this report demonstrates the need for an innovative, pedagogical framework within Australia and outlines how this would be achieved. Not only is this proposed model aligned with the current National Quality Standards, The Early Years Learning Framework for Australia, and United Nations Convention on the Rights of the Child, but it also encourages sustainability of co-location, community engagement and will ultimately help to decrease early childhood obesity problems.

Both Susie and Remy Crick are available for consultation and are willing and able to assist in the development and implementation of the transition to school outdoor care model within the Australian early childhood learning framework.

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Senator the Hon Simon Birmingham

Minister for Education and Training
Senator for South Australia

Our Ref MC16-000375

The Hon Sharon Bird MP
Member for Cunningham
PO Box 387
WOLLONGONG NSW 2520

18 APR 2016

Dear Ms Bird 

Thank you for your letter of 16 December 2015 raising your constituent Ms Crick's proposal that the *Education and Care Services National Regulations 2011* (the National Regulations) be amended to include a new type of preschool service.

I read Ms Crick's letter with great interest and it is obvious that she has put a great deal of effort into researching ways to deliver the best early learning experiences for children.

Ms Crick is correct that services providing education and care to children prior to reaching school age are subject to the National Regulations and the *Education and Care Services National Law Act 2010*. However, Ms Crick's proposal relates directly to the licensing of education and care services and may be covered under current legislative requirements, which are the responsibility of state and territory governments.

My office also met with Ms Crick to hear more about her proposal and has provided Ms Crick's contact details to the office of the NSW Minister for Early Childhood Education, the Hon Leslie Williams MP.

Thank you for writing on behalf of your constituent Ms Crick, and I trust this information is of assistance.

Yours sincerely



Simon Birmingham