



C.a.F.E Enfield  
**Children's Centre**  
for Early Childhood  
Development and Parenting

# C.a.F.E. Enfield Children's Centre

*For Early Childhood Development and Parenting*

Centre Number: 5363  
DECD Partnership: Torrens

## Context Statement

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Government  
of South Australia

## **Introduction**

Welcome to C.a.F.E. Enfield Children's Centre for Early Childhood Development and Parenting. C.a.F.E. is an acronym for Children and Families Everywhere, a name that was devised and agreed upon by the founding members of community in 2002. We offer State Funded Preschool Program integrated with community based childcare centre with a capacity of 84 children. C.a.F.E. Enfield is an Integrated Early Years service in which multi-disciplinary professionals work together to provide a wraparound service for children and their families. We work in conjunction and collaboratively with

- Child and Family Health Service
- Learning Together and Learning Together at Home
- Adult learning under the auspices of Valley View High School
- Enfield Primary School
- Department for Child Protection

## **Contextual influences**

Our centre is located in an area where 31.7% of families are born overseas; 3.1% are indigenous families & 15.1% of families rent from the Housing authority. Historically Department Education and Child Development (DECD) and Health have provided separate services to communities. However, recent research has identified the benefits to both children and their families if these services are integrated and provided in a holistic manner. Our key focus during 2017 is to continue to develop flexible, high quality programs and services to meet the needs of families. Our purpose is to engage every child to support achievement at the highest possible level of their learning and wellbeing, through quality education and care programs.

## **DECD Strategy Plan for 2014 to 2017**

Through engagement with our local sites in the Torrens Partnership we will work to enact the following State Government vision for improved outcomes for children and their families;

- strengthen our public education system
- improve health, wellbeing and child safety
- improve child safety services
- increase our engagement of children, families and communities
- provide timely access to services
- provide an effective, efficient and transparent system.

C.a.F.E. Enfield Children's Centre's purpose is to engage every child so that they achieve at the highest possible level of their learning and wellbeing, through the provision of quality education and care services provided in an integrated manner and in partnership with families.

## Services and groups available at the C.a.F.E. Enfield site

- Child and Family Health Services (CaFHS)
  - drop in services
  - antenatal clinic
  - breast feeding support groups,
  - hearing tests and a number of specialists such as medical, speech therapist, physiotherapist.
- Learning to Together and Learning Together at Home
  - a program for parents and children birth to 4 years, focussing on attachment and literacy
- Community Based Childcare
  - children 6 weeks to school age, 7:30am-6:00pm, 50 weeks of the year
- Preschool program, DECD funded – 15 hours per week, per child
  - Universal preschool program
  - Bilingual programs
  - Preschool support
- Community Playgroups
  - Babies
  - Multi ages
  - Dad's Saturday
- Family Interest Groups for example
  - Multi-cultural Women's group
  - Gardening for parents and children
  - Craft Activities
  - Music sessions
- Parenting and educational programs to support children's development and health, for example
  - Circle of Security
  - Dispositions for learning program
  - Toileting information
  - Fussy Eaters sessions
- SACE Adult learning under the auspices of Valley View High School
- Crèche facilities to support family participation in programs on site.

## Services Offered in the Children's Centre, Education and Care

- Sessional preschool:
  - ❖ 4-5 year olds, for 4 terms prior to eligible year prior to starting school for 15 hours
    - Currently offer over 2 days, Monday, Tuesday or Thursday, Friday, 8:30-3pm and alternate Wednesdays 8:30 to 12:30pm
  - ❖ 3 year old aboriginal children and children under the guardianship of the minister for up to 8 terms prior to starting school
  
- Early Entry or extension of time
  - ❖ 3.5 year olds with additional and/or diverse needs, one session per week for one term, then 2 sessions per week for another term before beginning their 4 terms prior to starting school. This program is offered when space allows and in consultation with the Director, Parents and if needed Preschool Support Coordinator.
  
- Pre-entry:
  - ❖ A non-funded program offered at the discretion of the Director during term 4.
  
- Child Care
  - ❖ The Centre has a capacity of 84 children at any one time - this includes the Sessional Preschool and crèche children.
    - There are 20 under 2 places
    - The long day care child care program has 3 rooms
      - Yitpi Tarnanthi Room- (jipi darnundi) meaning seed sprouting; children are generally under 2 years of age
      - Karra Room-(Garra) meaning Red Gum; the children are aged between 2 years of age up to their eligible preschool year
      - Kankulya Room- (Gungelar) meaning Red Gum seed pod; integrated childcare with the DECS Preschool program.
  - *The names of our rooms are from the language of the Kurna Nation*
  
- Yitpi Room- (jipi) meaning seed
  - ❖ Care is provided for children whose parents or primary carers are attending on site information sessions, courses or study. Care is usually provided in 3 hour blocks. Parents and/or Carers must remain on site throughout.
  
- Emergency Care
  - ❖ Is offered to support families in times of need. It is at the discretion of the Director with consideration of resources available.

## **Staff in the Children's Centre, Education and Care (2016)**

Preschool (Kangkulya Room) - component of the Children's Centre currently operates with an entitlement of 2.5 full time staff positions. These positions are varied according to enrolments and the needs of the children and currently filled with the following Educators

Director, Education and Care, Joan Gilbert

Teachers, Emma Dunk-Liebeknecht, Bethany Burton and Bi-lingual Preschool Support Workers

Anh Nguyen & Sangeetha Ramesh.

This team is supported with Childcare funded professionals, Kate Martin, Vivien Prigent, Lauren Riggs, Leah Tsoutsouras & Vicki Somogyi.

Community Childcare staffing is funding via 'user pays' fees paid by parents and where eligible, Commonwealth Government Childcare Benefit.

Assistant Director, Lee Jones

Team Leaders, Yitpi Trnanthi Room, Julie Norris, and Karra Room Natalie Gallace

Childcare Professionals, Bethany Burton, Manasi Kewlani, Falguni Shah, Gopi Dalal, Kally Ollrich

Cook, Lisa Grimwade

Office Manager, LeeAnne Strawbridge

Administration Officers, Sarah Philippou and Sarah Obst

This team is supported with a number of part-time and casual childcare assistants.

Yitpi staffing is also supported via 'user pays' fees paid by parents and where eligible, Childcare Benefit – additional assistance can be sought through a scholarship arrangement. Community Childcare also supports this component.

Team Leader, Vivien Prigent

Childcare Professional, Nandita Jani

This team is supported with a number of casual childcare assistants and volunteers.

## **Other Professionals**

As a Children's Centre we have additional Professionals

- Community Development Coordinator, Jill Meldrum
- Family Services Coordinator, Annie Moyle
- Occupational Therapist, Jo Mansfield
- Speech Pathologist, Trisha Howard

All work across the programs on site providing support for families and children.

## **Performance Management Program**

This is an ongoing process whereby we continually strive to provide quality programs for our children and their families. Our total staff team is 39; this includes full time, part time and casual staff. We meet regularly as a leadership team and as a staff team to ensure that we maintain a strong, focused direction and an effective communication with each other. Staff wellbeing is valued and strategies are in place to support all staff.

## Curriculum

During 2009, our site was a trial site for the then, new National Curriculum document, the Early Years Learning Framework. We continue to use the new framework as the basis for planning, monitoring and reporting on the children's learning and development. The Children's learning program is a holistic one with consultation and input from the child's family and primary carers. The environment is carefully considered and arranged to support group and individual children's learning. The Early Years Learning Framework guides educators to plan programs and experiences to support children to work towards developing the following outcomes:

- ✓ Outcome 1: Children have a strong sense of identity
- ✓ Outcome 2: Children are connected with and contribute to their world.
- ✓ Outcome 3: Children have a strong sense of wellbeing.
- ✓ Outcome 4: Children are confident and involved learners.
- ✓ Outcome 5: Children are effective communicators

Our programs are relationship based. Attachment theory underpins our daily practice with Primary Caregiving principles in place. Children and their families are assigned a primary caregiver who works with parents to establish a warm, secure relationship with the child. Through a partnership with families the primary caregiver ensures the child's care and education needs are met as strong links between the centre and home culture are nurtured and encouraged.

Play is the central in the provision of learning and the experiences and materials provided are developed to contribute to the achievement of successful learning outcomes for all children in all areas of development. We have a particular focus on supporting and extending early numeracy and literacy across the site, working closely with Enfield Primary School to ensure continuity of learning for our children.

We have a large spacious outdoor play area. We continue to develop the area with designated areas for specific play situations. The staff team plan play experiences that will encourage children to engage in a play episode for extended periods of time and opportunities for children to return to the play over a period of days to continue the play theme. Targeted physical skill development is planned through explicit teaching strategies and is incorporated into everyday play situations. We view the outdoor play space as an extremely valuable learning area.