

Family Day Care Philosophy

The needs of our communities guides our service delivery

Country Children's Early Learning works with regional, rural and remote communities. We focus on engaging and consulting with families and the wider community on a regular basis. This enables us to provide a service that meets current community needs and provides holistic and beneficial learning experiences for the children in our care.

We are a child safe organisation that prioritises children's safety

We ensure that the best interests of children, and their protection from harm and hazard is paramount, and that action is taken to promote child wellbeing.

We are dedicated to the health and protection of the children in our care and those in our communities. The health, safety and nutrition procedures are flexible and are implemented by our Educators in the appropriate manner for their home, family and children in their care.

The rights and interests of the children are paramount

Our Family Day Care Services provide children a relaxed home like routine that is flexible, respectful and in keeping with the culture of the Educator and the children. Services are warm, safe and secure environments for children's care. Every FDC home environment is unique, and the physical and social environment reflects the culture of the Educator and their family, complementing and extending each child's family life.

We believe that children are competent and capable learners

The time children spend in our services is an important opportunity for children to learn and grow. Children's ideas, input and interests are highly prevalent in the development of each curriculum plan, and children's participation is invited in all aspects of their time in care.

The curriculum practices led by Educators promotes the value of everyday learning experiences that are child focussed, anti-bias, and a balance of family life and children's learning. Relationships with families support these connections, ensuring consistency between the home and care environments.

Our curriculums are based upon the belief that secure attachment relationships are vital for emotional wellbeing and that the quality of relationships with our parents are the key features that influence us for the rest of our lives, our sense of ourselves and our relationships with others.

The principles of equity, inclusion and diversity underpin our practices

We value and promote the inclusion of all families and children and highly value the importance of open communication and respectful partnerships between management, Educators, children, and their families.

Our service encourages children's socialisation with the Educators family, other children in care and in the wider community. We believe that children are the beneficiaries of quality care when Services, Educators, Families and Communities work together.

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