

PIPITEA CHILDCARE CENTRE CHARTER

Registered name: **Wellington Public Servants Childcare Centre Incorporated**

Ministry of Education Unique Number: **60250**

Address: **21 Hobson Cres, Thorndon, Wellington**

Description of Services

The Pipitea Childcare Centre provides a full daycare service for 29 children from age 6 months to 5 years. Children are cared for in an environment that nurtures, protects and encourages learning, incorporating all the principles and strands of Te Whariki (the Early Childhood Curriculum).

Opening hours are 8.00am to 5.45pm, Monday to Friday.

Children are provided with a midday meal as well as morning and afternoon teas.

Some part time places are available.

There are seven teachers, an office administrator and a cook.

Overall responsibility for the Centre lies with a Management Committee elected at the Centre's Annual General Meeting. Pipitea Childcare Centre is an incorporated society.

Philosophy of Centre

The Centre's aim is to provide:

- an environment which is safe and secure for children and encourages their learning and development;
- an educationally sound programme that maximises each child's educational, emotional, social and physical development and welcomes diversity;
- a happy and friendly atmosphere for children, parents, caregivers and staff;
- an environment where families are encouraged to participate in the management of the Centre and to take a positive interest in the day to day activities of their children.

Number of Places for Children

Maximum places	29
Maximum places for under 2 year olds	10

Centre's Community

The Centre was established to provide quality early childhood education and care for children in the care of public servants. Priority is given to children of caregivers in the Public Service, State Owned Enterprises, Crown Entities and Crown-owned Companies. Places may also be available to the wider community.

Commitment to Quality

Quality early childhood education will be achieved through:

- high teacher : children ratios
- acting in accordance with Te Whariki and Ministry of Education Guidelines on quality standards
- genuine commitment to the Statement of Desirable Objectives and Practices
- recruiting and retaining high calibre teachers and support staff, with a recruitment policy to strive for all teachers to hold a Diploma of Teaching or equivalent ECE.

Financial Information

Caregivers pay fees for the attendance of their child at the Centre. The fees payable are outlined in a parent brochure, which is available on request. The Centre's fees are confirmed at the Annual General Meeting or a Special General Meeting when required. Government funding is received at rate 2 (obtained where a centre has present at all times 2 teachers holding a diploma of teaching or equivalent ECE and there is a minimum child: teacher ratio of 1:5 for under 2 year olds and 1:10 to over 2 year olds.) The amount received is published in the financial statements presented at the Centre's AGM in June of each year.

The Centre's financial year is 1 April to 31 March.

The Management Committee makes the audited annual financial statement available to educators, parents and caregivers, the local community and government, to account for use of Ministry of Education funding.

Statement of Desirable Objectives and Practices

Guiding Principles

Management and educators at Pipitea Childcare Centre, in partnership with parents/caregivers and whanau, will promote and extend the learning and development of each child attending or receiving the Centre's services, through the provision of quality early childhood education and care.

Educators will develop and implement a curriculum that assists all children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Learning and Development

Educators should enhance children's learning and development through:

- relationships and interactions that are responsive, reciprocal, positive and encouraging
- extending children's thinking and actions through sensitive and informed guidance, interventions and support
- respecting children's preferences and involving children in decisions about their participation in activities
- planning and evaluating the physical environment and providing resources to support the needs of each child and to facilitate quality curriculum and interactions
- modelling non-discriminatory behaviour and promoting this with children
- implementing strategies to include all children.

Educators should demonstrate understanding of current theory and principles of learning and development, and of the different characteristics of infants, toddlers and young children.

Educators should demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children, and use this information as a basis for planning, evaluating and improving curriculum programmes.

Educators should implement curriculum and assessment practices which:

- reflect the holistic way that children learn
- reflect the reciprocal relationships between the child, people and the learning environment
- involve parents/guardians and, where appropriate, whanau
- enhance children's sense of themselves as capable people and competent learners.

Educators should plan, implement and evaluate a curriculum for children in which:

- their health is promoted and emotional well-being nurtured, and they are kept safe from harm

- connecting links with the family and wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs and regular events; and children know the limits and boundaries of acceptable behaviour
- there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background; children are affirmed as individuals and children are encouraged to work alongside others
- children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures, and discover and develop different ways to be creative and expressive;
- children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies; children learn strategies for active exploration, thinking and reasoning; and children develop working theories for making sense of the natural, social, physical and material worlds

Communication and Consultation

Management and educators should ensure that communication and consultation with each other and with parents/caregivers, whanau, hapu, iwi and local communities acknowledge and respect all parties values, needs and aspirations.

Educators should seek information and guidance from specialist services where appropriate to enable them to work effectively with children and their parents/guardians and whanau.

Educators should provide opportunities for parents/caregivers and, where appropriate, whanau to:

- feel welcome to spend time at Pipitea Childcare Centre, discuss concerns and participate in decision-making concerning their child
- discuss, both informally and formally, their child's progress, interests, abilities and areas of development on a regular basis, sharing specific observation-based evidence
- have access to information concerning their child, the operation of the service and Education Review Office reports regarding the service.

Operation and Administration

Management should develop and regularly review a statement of the Pipitea Childcare Centre's philosophy and the charter, in consultation with educators, parents/caregivers and, where appropriate, whanau.

Management and educators should implement policies, objectives and practices which:

- reflect the Pipitea Childcare Centre's philosophy, quality curriculum, current theories of learning and development, the requirements of this Statement of Desirable Objectives and Practices and legislation
- acknowledge parents/caregivers and whanau needs and aspirations for their child
- reflect the unique place of Maori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi
- are inclusive, equitable and culturally appropriate
- are regularly evaluated and modified by an ongoing, recorded process of internal review.

Management should implement:

- personnel policies which promote quality practices including appointment of competent staff, staff appraisal and professional development for both management and educators
- employment policies which incorporate the principles of being a good employer, including equal employment opportunities
- financial management policies which include budgeting to ensure that policies and objectives are met.