

Our Philosophy

We provide a unique home environment in a natural and environmentally friendly setting, which allows the children to learn to respect nature and develop knowledge of our world and its sustainability.

Acknowledgement of Country

We respectfully acknowledge Noongar elders past and present and their people (specifically the Whadjuk people who are from this area) who are the traditional custodians owners of this land.

The importance of the community and its cultural heritage, respectfully valuing diversity of backgrounds, contributions and perspectives are embedded in our ethos. We strive to provide a service that is fair and equitable to all members of our community.

Education/Curriculum

Our program is guided by the EYLF and provides authentic holistic learning experiences that build upon the children's skills, knowledge and understanding and connect to the family and wider community.

We believe play is the key element to provide opportunities to experiment, explore, problem solve and develop language skills through activities and experiences that are fun, engaging and relevant to the children's interests.

Child Relationships

Children are cared for in a safe, comfortable and nurturing environment to allow the building of trusting relationships with the educators who care for them and the peers they interact with. We foster a sense of connectedness and wellbeing.

The child is the centre of our program where every child is valued and respected, and is in control of their own learning journey. We guide, assist and facilitate the child's development through experiences that integrate the child's interest and diverse background. The child is pivotal in deciding what and how learning occurs and the creation of the learning environment.

Parent/Family Relationships

Partnerships between families, educators and the children we care for are promoted and provide the foundations for creating a respectful, positive, inclusive and secure environment for the children who come to Little Possums.

We actively encourage family involvement in the children's learning and work to ensure open communication, collaboration and community participation in our program development to optimise learning outcomes.

Educators

As educators we draw upon our knowledge, past experiences and understanding of child development and this informs our professional practice. Utilising our awareness of child theorists we develop curriculum and learning experiences in our unique setting to encourage children to explore, experiment and investigate with the resources available to construct their understanding of the world around them.

We acknowledge the diverse range of skills, interests and insight of our peers and work together to support each other in our professional development as a team and as individuals, drawing on each other's areas of expertise to maximise the effectiveness of our practice, in alignment with current Early Childhood Theory and Childcare Practice.

Community Relationships

Little Possums Early Years is a not for profit centre that has been part of the Mundaring community for over 35 years. The service develops and nurtures close relationships with our local community including local businesses and outside agencies. The Management committee is made up of parents, staff and community members.

Little Possums Early years prides itself on providing not only quality childcare but as a wealth of resources for members of the local community by sharing information on health issues, local community events and organisations, child development, children's health and care information.

School Readiness

Little Possums Early Years prepares children for the transition to Kindy by assisting them to develop skills and qualities necessary for a positive school experience. We encourage a positive attitude to lifelong learning, support the development of social and self-care skills.

Social skills such as sharing, turn taking, group activities are promoted and are essential in assisting children's short and long term success at school. Responsive positive relationships between children and their carer's are also crucial in building children's self-esteem and resilience which further assists them to make smooth transitions from Early Childhood settings to school environments.