

Our Philosophy

We provide a unique home environment that is safe, inclusive and secure. Children and parents can feel both physically and emotionally comfortable in a natural and environmentally friendly setting, this 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 acknowledged in our practice. We strive to provide a service that is fair, equitable and welcoming to all members of our community.

Education/Curriculum

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 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 educational.

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

We observe, 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.

Within our setting the children benefit from interacting in the mixed age group environment as they are constantly learning new skills from their peers.

Child Relationships

With our shorter hours it enables personalised care having the same educators to welcome each family on arrival, provide genuine care for the whole day, giving families comfort in the knowledge that the same educator will be able to provide feedback at the end of the day.

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.

Parent/Family Relationships

We pride ourselves on our extremely close relationships with parents, which contribute to us having an excellent community reputation.

Partnerships between families, educators and the children are paramount, and provide us with the knowledge to create a respectful, positive, and inclusive environment for all of the children.

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 vast range of 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 within our community including businesses and outside agencies, we source local where possible. Little Possums is managed by a committee composed of parents, community members and Possums staff, the committee support the centre and have valuable relationships with the educators and families.

We pride ourselves 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 and children's health information.

Transition to school

Our 3 year old Pre-kindy program prepares children for the transition to Kindy by assisting them to develop skills and qualities necessary for an enjoyable and positive school experience. This includes coordinating bookings to support children in friendship groups including peer groups that will be attending the same schools.

We support all areas of the curriculum through the educational, play-based programme. Foundations of literacy and numeracy and other pre-academic skills are learnt both in the context of play, and through responsive and intentional teaching. In practice, this means that rather than "teach" the alphabet, or "practice" counting or implement off the shelf reading/phonics programmes, we instead look for opportunities to engage with children about text and meaning, language, rhyming, ordering, counting, matching, spatial awareness (for example) in a natural play based context. Further, we pay attention to the Early Years Learning Framework for Australia which reminds us to focus on a child's "being" as well as a child's "becoming". That is, a recognition of the here and now as well as future development and transitions.