

Early Childhood Education and Care Funding Scorecard

July 2017 – June 2018

To provide access to support children's learning and development

Outcomes for children and families



76

early childhood services

74%



children access the service activities on a weekly basis.

92%

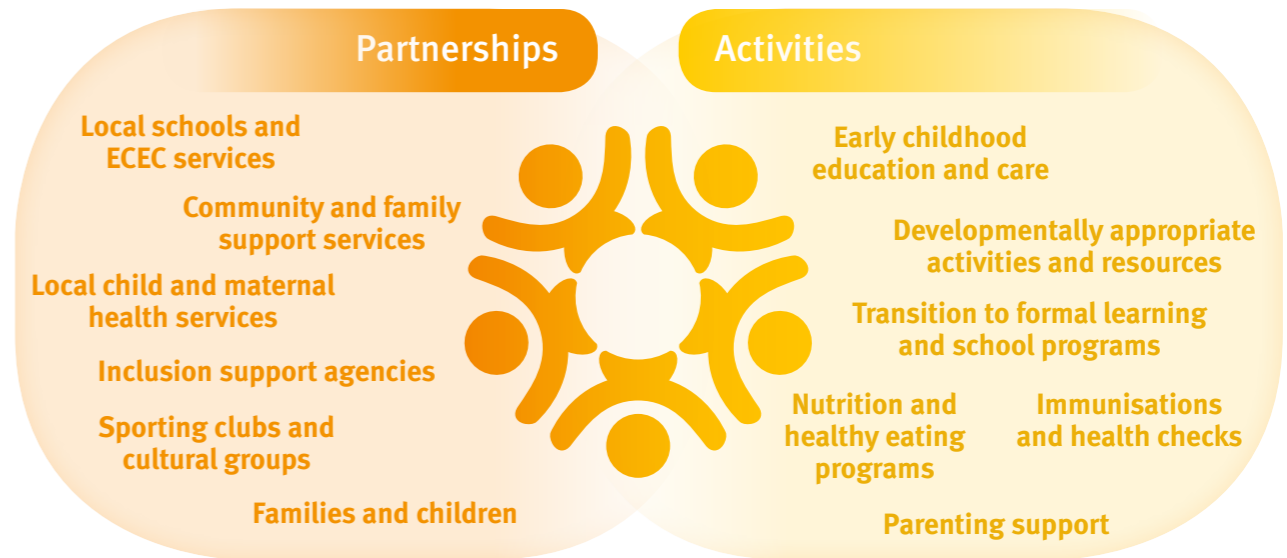


children are participating and engaged.

83%



parents/carers report being able to participate in employment, training and support activities because their child/children attend the activity.



Feedback and observations

What has been the most significant change –

“We believe it is important that the child and families have a voice and that they are heard. A family is a child's most important relationship and working with families will ensure the best outcome for our children.”

“Mental health is a big issue in our community and we are taking steps to build childrens, staff and parents resilience - through coping skills, networks of support, training and access to information, initiatives that reduce noise and chaos at the centre.”

85%

parents/carers report their child/children are benefiting from participating in the activity

Story behind the data

Safe and engaging early learning experiences and care

All Early Childhood Education and Care (ECEC) service providers identified safe and engaging early learning experiences and the social and emotional wellbeing of children, as the core success of their work. Most services expressed pride that the warm and welcoming environment they created was a trusted home away from home for many children and a comfort and assurance for parents/carers. The common theme identified by each service was that they worked responsively and listened to their children and local communities. ECEC services actively engaged children in creative play, physical healthy living activities, kitchen gardening and nutritious meal programs that could be communicated through learning journals and easily recreated and continued in the home environment.

Parental engagement and support

The engagement and education of parents/carers about the importance of early childhood continues to be valuable in improving outcomes for children. Most ECEC services have strategies for communicating with parents/carers and inviting consultation. The hosting of open nights, barbeques and parent/carer teacher evenings are some of the strategies used to engage parents/carers in their child's learning at early childhood services across Queensland. Several services include parent/child time activities including playgroups, stay and play days and reading programs that support parents/carers to enjoy time with their child as well as time away to engage in the workforce and access community supports. ECEC services are working to ensure they provide the highest quality care for children while informing parents/carers on the progress of their child.

Challenges

The diverse age and developmental stages of children accessing ECEC services presents a unique challenge for many sites. School Aged Care (SAC) services in particular have identified feeling stretched and challenged by the increasing proportion of younger children and children with complex needs now accessing their services before and after school and during vacation periods. This changing demographic has resulted in more behavioural issues, children in conflict or children being upset, exhausted and struggling with transitions. SAC staff recognised that their existing resources and programming were not always compatible with the developmental needs of younger children or children with sensory or social challenges. Through a range of innovative strategies, services are consulting more with children and being guided by their interests and needs and establishing, big buddy/mentoring systems, junior and senior spaces, quiet/rest time corners, sensory gardens and chill out spaces, physical play activities, kitchen gardens; and healthy cooking programs.

Continuous Improvement

Early Childhood Education and Care services will:

- continue to engage with partners to complement service delivery and support access to local services for children and families
- increase opportunities to engage with parent/carers and build their understanding and capacity to support their child's developmental learning
- implement continuous improvement practices and professional development opportunities for staff
- continue to develop strategies for data collection and surveying of parents/carers to measure outcomes.

The Department of Education will work with ECEC services to:

- support the development of workforce capability and leadership capacity
- support services to meet all reporting requirements
- assist with the use of data (including outcome data and the Australian Early Development Census) to continuously improve service delivery.

Five ECEC services were not included in the 2017/2018 data capture.

ECEC snapshot



5,001

Total # of children participating

5%

Children with disability

21%

Aboriginal and/or Torres Strait Islander children

4%

Culturally and Linguistically Diverse Children