

Boyup Brook Early Learning Centre Philosophy

Supporting the next generation to develop, explore and learn through play, naturally.

We believe that open, honest and respectful relationships are at the centre of our service and everything we do. We encompass the United Nations Rights of The Child and take particularly to heart that each child is an individual. The child, with their family, educators and community, will be treated with honesty, respect, dignity, tolerance, and equality.

We recognise and value the roles of families, and support them throughout their journey. We provide an environment and atmosphere of happiness, love and understanding that compliments and respects family's voices, values, traditions and beliefs. Connectedness to each other, families, community and the wider world, regardless of age, is a critical part of our service uniqueness.

We have a commitment to provide high quality childcare, based on research and evidence based practices from leading education and care philosophies. Our curriculum reflects the individuality of our children, families, staff and community, with a strong emphasis on natural and play based spaces. Echoes of Reggio Emilia, Resources for Infant Educators (R.I.E) and Montessori philosophies flow through our service and educators, and are firmly rooted within the approved learning framework, Being Belonging, Becoming: Early Years Learning Framework.

Our educators are critical, thoughtful, purposeful and reflective in our approach to environments. We value the utilisation of real world items within our environments, featuring wood, ceramic, metal and recycled materials. We recognise the importance of being environmentally conscious and providing an environment where alternative thinking is fostered to ensure future sustainability and the health of our planet.

We take pride in providing spaces that are welcoming, comfortable, familiar and thought provoking. Supporting the next generation to develop, explore and learn through play, naturally.

Our indoor environments provide just the amount of resources to be inviting without being overwhelming, in tune with saying that less is more. Providing areas that are defined in a way that allows for large and small groups and individual children to explore.

In our outdoor environments children are leaders of their learning, balancing risk and challenge throughout their play experiences. Wide open spaces, gently rolling hills, sandpits and loose parts play a critical role in supporting children's learning and development.

Our daily routine is consistently reviewed and flexible to tie in with the needs of our group and individual children. Rest and nutrition form its basis, as you can't play, learn or develop, if you're tired and hungry. These times take as long as they need, and at whatever time they need to be.

Large portions of uninterrupted play accompany our care routines, to foster and develop independence, self engagement, extended learning and free thinking to provide the symbiotic balance between education and care.

Our educators are passionate and committed to our children, families, service, community and the wider early education and care industry. Self awareness, and continuous improvement through education, qualifications, professional development, training and networking, ensure our educators are consistently developing and refining their professional practices.

Our service is one of integration, where philosophy, policies and procedures guide our curriculum. Supported by educators, families and children, work together to provide a high quality education and care service.