



Our Philosophy ...

“Where little people of the future are encouraged to Experiment, Investigate and Grow”.

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At Giggles Day Care Centre, we strive to provide an environment that is secure, nurturing, caring and anti-bias towards our children and their families. The National Quality Framework (NQF) provides the current legislation and legal requirement standards Australia-wide. It requires us to run our curriculum based on the Early Years Learning Framework (EYLF) which provides guidelines to our understanding of the development of children, the approach we take to educate them, child/staff interaction, parent involvement and documentation. It is an accumulation of Staff, Families, Community, and the EYLF based curriculum, that we at Giggles endeavour to bring the best care and education possible to the children enrolled at our service.

Here at Giggles Day Care Centre, the children are the foundation of the program. We believe that children learn more when they are interested and when they are able to make sense of the world around them, in their own way. It is with this concept in mind that the educators at Giggles plan and provide learning experiences derived from observations and other forms of documentation to enhance children's development, based primarily on their interests. It is through individual child observations and daily journal entries that educators will document and evaluate all practices. This is an ongoing process which helps the training of staff and the service as a whole to continually update and improve the quality of care we provide.



Photo description: Children immersed in their planned learning experiences.

We therefore provide a curriculum that is inspired both by the children and the Early Years Learning Framework. It fosters personal and social development, gross motor skills, creative and imaginative skills, language, and cognitive development. The curriculum will reflect the interests', uniqueness, and developmental needs of all the children in the centre.

Our documentation is delivered to families online through a software provider called Earlyworks. It is within Earlyworks that families are provided with a detailed daily journal summarising the day's adventures, the learning that has occurred and how, photo's, the curriculum and planned experiences pertaining to it. Earlyworks is also the platform that provides families with their children's individual planning cycles which are initially derived solely from the child's interests before being evaluated in order to assess knowledge to be scaffolded on, and skills that need to be further developed. Educators and families are also able to communicate via Earlyworks through a comment section, which is just one of the ways we receive parent input.

As you read on, we explore how these aspects, in relation to a number of theorists, allow us to provide a better understanding of how to develop our pedagogy.

“The goal of early childhood education should be to
Activate the child’s own natural desire to learn”

-Maria Montessori [1]

The most prominent feature of the Early Years Learning Framework is that all learning is child based, which is therefore play based. Maria Montessori developed a method of education that is based on self-directed activity, hands on learning and collaborative play. Montessori classrooms allow children to make creative choices in their learning, while the environment and educators offer age-appropriate experiences to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential [2] At Giggles Day Care Centre, we believe whole heartedly in this approach to children’s education and learning. Our educators all feel we have a little bit of ‘Maria’ in us and aspire to embed her theories into our practices and personal pedagogy.

“Our highest endeavour must be to develop free human
beings who are able of themselves to impart purpose
and direction to their lives, The need for imagination,
a sense of truth, and a feeling of responsibility – these three
forces are the very nerve of education.’

- Rudolf Steiner [3]

Just as Rudolf was, we are firm believers in providing an unhurried and creative learning environment where children can find joy in learning in a way that enables them to become their true selves, be equipped to lead a life of their own choosing, contribute positively to society, and be a strong force for good in the world. [4]

While watching the children at play, observations are derived from their individual interests, then extended on as an ‘ongoing adventure’ to help the child learn a key aspect of development via an intentionally planned experience.

“Play is the highest expression of human development
in childhood for it alone is the free expression of what
is in a child’s soul”

- Freobel [5]



Photo description: Children immersed in their planned learning experiences.

“Anything that is worth teaching can be presented in many different ways,
these multiple ways can make use our multiple intelligences”
- Howard Gardner (1943-present)

Howard Gardner believed that there were 8 or 9 forms of intelligence. He considers children and adults to be individuals who all have skills in areas that they enjoy and excel, and that these fit into our Major intelligences. At Giggles Daycare we are passionate about finding each child’s interest, scaffolding on that interest, and finding way to help them maximise their learning in skills they are still developing. We do not believe that “one size fits all” and we plan our curriculum to be inclusive of all the children and their needs.

It is via EYLF that we believe each child must have some control over the direction of their learning, and that they must be able to learn through putting all their senses to use. They are also encouraged to have a strong relation with other children and items in their immediate world, along with endless opportunities and ways in which to express themselves.

We nurture each child’s individuality and believe that each child, in their uniqueness, should be treated with equality and embrace their culture and linguistic diversity respectfully. The inclusion we practice is also extended to children with additional needs, as these children will be provided for in programing and where appropriate, resource workers will be utilised. We believe in not only showing this through the staff interacting with the children, but also through multicultural inclusions in our educational program, helping the children to understand inclusion as we support it.

Piaget believes that children are active participants in their learning and puts a huge importance on the social and cultural influences on a child’s learning. At Giggles we are inclusive of all cultural influences of the children attending our service.

“The principal goal of Education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done” [6]

We believe in fulfilling every Australian child’s right to know about Australia’s First Nation’s histories, knowledge systems, cultures and languages. [7] It is with this in mind that we collaborate with First Nation peoples to continuously work towards reconciliation and embedding our Reconciliation Action Plan.



Photo description: Acknowledgement of Country – “We would like to acknowledge the Aboriginal and Torres Strait Islander peoples. Together we touch the ground of the land (touch ground), we reach for the sky that covers the land (raise hands), and we touch our hearts in care of the land (touch chest over heart).”

Piaget was a mastermind in the thought processes of children and the way they developed reason. It is under his theory that we envelope children and encourage them to appropriately express themselves how they see fit. Piaget's research included children's understanding of the world around them as building blocks built on top of knowledge previously learnt. This is how, as educators, we understand that learning is a scaffolding process that bounds together the popular quote "you can't run before you learn to walk."

At Giggles we believe that it is through age-appropriate play experiences that children will develop the skills to become self-confident, self-motivated, and self-disciplined. Self-help skills, responsibility and gradual independence are also encouraged in all stages of development at Giggles Day Care, with educators continuously encouraging and only assisting when required.



Photo description: Toddler children practising self-help skills, responsibility, and independence.

We believe in creating a home-like environment, assisting to provide families and children with a relaxed atmosphere that allows them the freedom to discover their surrounding environment and friends with ease and confidence. We strive to provide a welcoming and culturally safe environment where all children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender [8] Educators are knowledgeable in most aspects of early childhood development and care and are approachable and friendly for families to discuss any developmental concerns, ask any questions and seek guidance on techniques and strategies. Resources are also made available for families in the form of information brochures regarding children's development and health.

"Repeated experience proves the importance of the introduction of this substitute mother relationship into the life of the residential nursery. A child who forms this kind of relationship to a grown up not only becomes amenable to educational influence in a very welcome manner, but shows more vivid and varied facial expressions, develops individual qualities, and unfolds his whole personality in a surprising way"

- Anna Freud [9]

Educators maintain a home-like environment for the children in their care. They create a trusting, affectionate and positive relationship with each child. Anna Freud, both through her studies and her own childhood, has found that all children require warmth and trust from a maternal figure in order to maximise their growth and development [10] She also concluded that children learn more effectively when they are engaged in their education, whether it be in an institutional environment such as school, or whether it be at home.



Photo description: Children helping with 'home like' chores mimicking what they would see in their home environments.

At Giggles we believe in positive guidance and reinforcement to direct and promote acceptable behaviour and self-expression. Through positive experiences we aim to build high self-esteem and self-worth, assisting children to build a strong, trustworthy relationship with those around them. In steps to trust others, developing psychosocial skills and beginning friendships, we also encourage both small and large group experiences that help the children in their interactions with both peers and adults.

“The union of family and school life is the indispensable requisite of education.”

-Froebel [11]

Froebel understood the importance of staff/ children interaction and the way children learn through meaningful communication. He recognised that children learn to a fuller extent when they learn in collaboration with an adult, rather than through an adult [12] It is said that adults and children learn together through their interactions and discoveries.

We at Giggles understand that family interaction is vital, and educators recognise that families are children’s first and most influential teachers. [13] Parents are viewed as collaborators and are essential in developing this approach of education. Collecting information from parents on enrolment and throughout their time at the service via a range of feedback forms, Earlyworks and general conversations or comments, are the ways in which we acquire parent input and collaboration. We encourage parent feedback pertaining to every aspect of our work and take it as constructive criticism and assistance in creating our documentation and curriculum.

The community also plays a vital role in the education and development of the children as they learn more about the world they live in and the people with whom they interact. Giggles Daycare is enthusiastic about encouraging members of the community to interact in a controlled environment with the children at our centre. This includes having members of the community and families come in to talk to and educate the children about their work enabling us to embrace and recognise that we are all part of the same community however there are many ways of being. As we encourage an anti-bias and anti-discriminatory environment, we also strive to have guests of varying nationalities and cultures come to the centre for the educational benefit of the children.



Photo description: Community visits from the Rockingham Volunteer Firefighter Service and St John Ambulance teams.



Photo description: Parent conducting a mat session.

The staff at Giggles Day Care Centre listen to suggestions made by others and encourage honest and open communication to build a positive working relationship between educators and parents. Educators observe and document children's work and collaborate with families as a supportive team. Staff will follow all centre policies and procedures and attend training workshops, webinars and in-services relating to all areas of the childcare industry. Staff members value each other equally and maintain a professional and supportive environment, always putting the children's needs before anything else, as is the primary intention of Giggles Day Care.

“Children are not ‘empty vessels to be filled with knowledge’ they are ‘active builders of knowledge – little scientists who construct their own theories of the world.’”

- Piaget [14]

Throughout the day, children at the centre will be provided with a balance of active and quiet activities, with a rest time provided each day. As the age of the children in the centre vary, so do these times. Each room has a routine put in place as a general guideline to how the day is run however, as we strive to cater for each child's needs above anything else, there is room for flexibility without burdening children's experiences. Children are also provided with a balance of indoor and outdoor experiences, creating endless opportunities for their imagination and learning developments.

Meals and menus are provided that are fresh, nutritional and well balanced. We also implement a multicultural menu, with recipes from all over the world featured, encouraging the children to try new food and experience various sensory stimulations. Safe food handling and hygiene practices are observed and practiced at all times by both educators and children.



Photo description: Children enjoying their meals both in a formal and informal dining setting.

Whether governed by the regulations set out by the Education and Care Regulatory Unit (ECRU), or guided by ACECQA and the EYLF, the collective reason why our team has chosen to be in the childcare industry is because we are passionate about children, educating them in their most formative years and maximizing their potential.

In short, we are all about the families. Our mission at Giggles is to create, without exception, an environment to nurture, educate and inspire not only the children and their families, but each other. Our strongest belief however is that the children are our true inspiration and inspire and educate us in a way that will unknowingly encourage innovation and creativity that will forever alter our teaching pedagogy.

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