



Case Study

Uniting Preschool Adamstown Heights

Tapping into the skills of Educators and Children

Leveraging the expertise of educators who are critical thinkers and deeply committed to child well-being played a pivotal role in the successful transition to indoor-outdoor play at Uniting Preschool in Adamstown Heights. As staff adapted to the new play schedule, they worked collaboratively to address challenges, which not only strengthened the learning culture within the service but also fostered team cohesion.

Children actively participated in the planning process by conducting "audits" of the playground, where they identified potential risks, areas needing additional supervision, and suggested new play equipment. This, combined with consistent communication among staff, children, and families, contributed to the creation of an inclusive and welcoming learning environment that benefited both educators and children.



INCLUSIVE WELCOMING ENVIRONMENT

CALM CREATIVE HAPPY CHILDREN



"Calmer, less noisy, less crowded..."

Nominated Supervisor, Kassie shared how the service transformed into a calmer, less noisy, and less crowded environment, significantly enhancing the well-being, development, engagement, and focus of all the children, particularly those with additional social, emotional, or sensory needs.

By offering children the choice to seek out a quiet space or engage in physical activities—such as heavy lifting to release energy—the indoor-outdoor play schedule provided valuable opportunities for emotional regulation. This approach helped children better manage their emotions, behaviors, and interactions with peers and staff.



'The heart of a child'
by Worimi Artist
Lara Went

Good for kids
Good for life





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Problem solving challenges

Kassie and the team get creative...

Kassie considered the alignment with the National Quality Framework and Early Years Learning Framework, along with links to theories of child development, and the positive impact on child educational outcomes and wellbeing, were key selling points of indoor-outdoor play. When we asked 'how' the team put this program in place, Kassie looked to her colleague...



“ WE GOT CREATIVE!

Creative with our budget and creative with our staffing allocation



By maintaining a pool of casual staff and ensuring that all staff (including admin and programming staff), were qualified to be on the floor, the service avoided hire from an agency during times of staff shortage. This approach allowed educators to focus on what they love: actively supervising and participating in the children’s learning.

Families appreciated that their children were playing outdoors

Knowing that children were playing outdoors and engaging in physical activity was especially appreciated by busy working families who often lack the time to take their children outside after work. Opportunities for wholesome, holistic development simply don't exist when children are confined to indoor spaces for most of the day.



The indoor-outdoor program allowed the environment to act as a third teacher, offering children valuable opportunities to learn about nature and sustainability.



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