



**Welcome** | Our Parent Handbook explains imperative information you will need to be responsive of whilst your child attends Kinburra Preschool.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how Kinburra Preschool operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

*We have an open door policy. You and your family are welcome to visit our Service at any time.*

# Service Information

## **Introduction**

Welcome to Kinburra Pre-School. Kinburra Pre-School is located at Unit 7, 20-22 Kincumber Street, Kincumber (Near Area Health Services Building) and is a Non-profit, Community based pre-school.

The pre-school was opened in 1977 and was located at Green Point (and formerly known as Green Point pre-school). It moved to the current premises in 1988 and became known as Kinburra Pre-School. Our three main sources of income are through Office of education, early childhood education and Care.

## **Management**

We are managed by a group of parents forming the “management committee”. This committee works in conjunction with the Director and is responsible for the following: Ensuring that the Pre-School is adequately maintained, managing the finances of the Pre-School and attendance at regular meeting where we discuss issues relating to the Pre-School. The committee is also responsible for organising and overseeing fundraising events. All parents are welcome to join the committee. Our AGM is held in February/March each year. Advance notice will be given for this event.

## **Hours of Operation**

Kinburra Pre-School is open from 8.00 am to 3.30 pm Monday to Friday. We are licensed and funded by the NSW Government Education and Communities. We are not licensed to provide a service to children outside of these hours, hence we ask that no children be left before 8.00 am or after 3.30 pm.

We close on public holidays and for the school holiday periods. Dates of closure over these periods will be advised each term.

## **Licensed Number of Places**

Kinburra Preschool is licensed for 40 children each day between the ages of 3 – 6 years. We have 2 classrooms: “Koala Room” and “Possum Room”. Both cater for Children 3-6 years.

## Philosophy

Our Philosophy is guided by ‘Being, Belonging, Becoming: The Early Years Learning Framework’ and the National Quality Framework.

We meet our Philosophy and aims by following Kinburra Policies and Procedures.

### **In Relation To Children:**

We acknowledge that all children are unique individuals. Educators are responsive to all children’s strengths, abilities and interests. All children are given equal opportunities regardless of their gender, culture and socio-economic background. We have high expectations of all children’s capacity to succeed regardless of diverse circumstances and abilities.

We acknowledge that children’s voices are the most important part of our programs.

Children learn best through play and educators will support development by providing experiences that are meaningful to the children and, most importantly, reflect their interests for example the child’s knowledge and exploration is valued and can be used as a tool for enhancing the knowledge of others.

Learning is promoted through experimentation, investigation and role play. Educators will follow children’s interests and provide open ended play and creative experiences within a comfortable, relaxed, home like environment and also with a sense of provoking learning.

Children develop and learn at their own pace, therefore educators will ensure their expectations of children’s development are specific to each child’s needs and their experiences.

A positive self-concept, high self-esteem and social competence are the basis for learning. Therefore, educators will ensure children are given meaningful praise for efforts, success and positive behaviour and will be supported to build positive relationships with their peers.

Staff will support each child’s background within the environment, using experiences across all learning outcomes; Children have a strong sense of identity, Children are connected and contribute to their world, Children have a strong sense of wellbeing, Children are active and involved learners, Children are efficient communicators.

We will support the inclusion of children with additional needs, working in conjunction with the family and other support services and agencies.

Educators will support each child’s emotional development through the Principles of “Belonging Being and Becoming “and its practices.

### **In Relation to Families and Community**

We acknowledge families are the most important people in their child’s life and have valuable information to share with us. We will make parents feel welcome and encourage them to become involved at the Pre-School in whatever way they feel comfortable. The diversity in family life means that children experience belonging, being and becoming in many different ways.

Individual families have their own parenting and childcare practices, which educators will recognise and respect. We recognise that families are active members of the larger community. We are aiming to establish and further develop our collaborative partnerships with both families and the community.

We encourage feedback suggestions and opinions regarding the Pre-School’s procedures, policies and the general running of the centre.

Families need to feel secure in knowing that their child is cared for in a nurturing environment. Positive relationships are based on mutual trust, open communications and shared decision making. Families have the right to confidentiality and respect for privacy. Families have the right to access affordable, high quality care and education.

### **In Relation To Educators**

We recognise and respect that every educator is an individual with diverse needs, interests, skills, knowledge and experience. We support Educators personal early childhood philosophy.

Educators will work as a team by motivating and supporting each other. We will build collaborative relationships built on trust, respect and honesty.

Educators will help to build an atmosphere of trust and respect through open communications, respecting different points of view and maintaining confidentiality.

Staff will abide by Policies and Procedures, PIEC Principles of attachment, AECA Code of Ethics, UN Conventions of the Rights of the Child and the National Quality Framework. We continually seek to build our professional knowledge and become co-learners with children, families and community.

### **In Relation To The Program**

Learning occurs in social context. The program encourages children to make choices and have control of their own learning through individual interests and their ‘voices’ being recognised. Short and long-term projects are added to and changed according to the children’s interests. The program provides opportunities for

indoor/outdoor play that promotes child initiated small group experiences and fosters nurturing and sibling relationships. The program is based on the concept of the Early Years Learning Framework (and other practices like the Reggio Emilia philosophies) where the children's interest are the focus and educators work with these interests to assist with the child's development. These practices are complemented by educators' 'Provocations' via intentional teaching. The educators intentional teaching is deliberate, purposeful and thoughtful. We believe that the role of adults within the Pre-School is to be facilitators that guide and encourage children's learning at their own level. We acknowledge and support the process of children's play rather than focussing on a final product. Educators will document children's individual and social learning. The program will be available to families via Storypark, where comments, feedback and suggestions can be given.

All educators will be given opportunity to have input into the program with ideas and suggestions. We make curriculum decisions that promote inclusion and participation of all children.

#### **In Relation To The Environment**

Cater for different learning styles and capabilities. We recognise the importance of providing a safe, secure and consistent environment that supports trust and familiarity as well as active exploration of learning. It is vibrant, flexible and responsive to children's needs, abilities and interests.

We believe that environment sustainability is our responsibility and we endeavour to take positive everyday action for a sustainable Australia.

Our outdoor learning spaces are natural environments which invite open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.

We acknowledge the *Traditional owners* and custodians of this *land*, the Darkinjung people.

We recognise that we are part of the world community as well as our local community and is our role to support children to become environmentally responsible and contribute to a sustainable future.

**We strongly believe in the principles of Respect and Responsibility** as representing the foundation of our early childhood practices!

Philosophy reviewed: 26/06/2017

**Policy Aim:** We believe in nurturing wellbeing and an enjoyment of learning, through active exploration, child initiated play and experiences, and strong, positive relationships with others in holistic practices.

**Relevant Legislation:** Education and Care Services National Regulations 2011

**National Quality Standards:** Areas 1-7

**Early Years Learning Framework:** Outcomes 1-5

**Key Sources:** Parents, Carers, Research Documents, Community Representatives, Educators and Children of Kinburra Preschool 2012

[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au), [newsletter no.15](#), (assessed 2 November 2011)

[www.deewr.gov.au/Earlychildhood/Resources/Documents](http://www.deewr.gov.au/Earlychildhood/Resources/Documents).

## Contact Information

Phone: (02) 4369-2460

Email: [kinburra@bigpond.com](mailto:kinburra@bigpond.com)

Website: [www.kinburrapreschool.com.au](http://www.kinburrapreschool.com.au) Service Director: Kim Hayes

**Nominated Supervisor:** Kim Hayes **Educational Leader:** Kim Hayes

## Regulatory Authorities

Kinburra Preschool complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

### New South Wales

NSW Early Childhood Education and Care Directorate

Department of Education and Communities [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

1800 619 113, [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au), Locked Bag 5107 PARRAMATTA NSW 2124

## Fees

### Enrolment Fee & Bond Payment

- An enrolment fee is charged upon confirmation of enrolment. This fee must be paid prior to commencement at the service.
- A bond consisting of 2 weeks full fee is to be paid in order to hold a child’s position at the service.
- The Bond payment will be refunded back to families when the child leaves the service and the fees are paid in full.

### General Fees / Payment

- Fees are charged daily and vary depending on the family’s individual circumstances
- Fees must be kept two weeks in advance of a child’s attendance at all times
- Fees are to be paid fortnightly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears. Families can pay for the term upfront if they wish.
- Fees are payable in advance for every day that a child is enrolled at the service. This includes sick days and family holidays but excludes periods when the service is closed
- Fees are charged at full days only (no matter what the attendance hours are)

## Service Closing Time and Late Fees

Please be aware the Program closes at 3:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 3:30pm. A late fee is incurred for children collected after 3:30pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

## Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of information in the file.

## Service Policies and Procedures

You will find a copy of our Service policies and procedures in each room and office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

## Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay the bond and administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

**It is essential that we have copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child.**

## Goals for your child at our Service

*“We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”*

*Maria Montessori*

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

## Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school. We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We

encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

## Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

### BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

### BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting

challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

### Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

### Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

### Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work

- Children use information and communication technologies to access information, investigate ideas and represent their thinking

## Storypark

Kinburra Preschool will create a Storypark profile for your child. You will be invited to activate this. Your invitation will be sent to you via the email address you have provided to the office.

As the child's parent or carer, you control your child's profile and can delete it (removing content from Storypark) at any time if you choose to do so.

Below we note a few key points associated with privacy and behaviour. For more information please see Storypark's full Terms of use and Privacy Policy.

By continuing, you agree that:

- Your child's details and work, as well as photos, images, audio and videos in which your child is depicted may be included in Storypark.
- Your child's profile will be linked to your child's early learning services account and be accessible to any educator invited by your child's early learning service for educational purposes
- Your child may appear in "group stories" that can be viewed by the families of the other children in the stories
- You will not share outside of Storypark any content, photos, videos or stories that feature or have been created by children other than your own, without the permission of those children's parents or guardians
- You will act responsibly and not post inappropriate content in Storypark

## Parent Participation

Kinburra Preschool has an Open Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

You can be involved in Kinburra Preschools Family Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, SMS. Newsletters, Storypark

and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

### FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

### YOUR OCCUPATION OR HOBBY

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

### YOUR HOME CULTURE

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

### READING (ESPECIALLY GOOD FOR GRANDPARENTS)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

### RECYCLABLE ITEMS

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

### SPECIAL EVENTS

Our Service organises special events throughout the year. Keep an eye out, as your child is sure to be a star!

### SUGGESTIONS

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

## Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Newsletter
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Daily reports that are emailed
- ✓ Family weekend forms
- ✓ Mid-year and End of year interviews
- ✓ Formal meetings

## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. *Without a Court Order we cannot stop a parent collecting a child.*

## Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

## Preparing your child for pre-school

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member three (3) times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing the following books you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the Service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

## Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

## What to bring to the Service

### BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

### MORNING TEA AND LUNCH

Morning tea can be sent in a small container, **clearly labelled with their name**. Also include one drink bottle with water only - again with their name on it.

Children are asked to bring their lunch in a lunch box with a lid that they can open. As all lunches must be placed into the fridge in each room, please do not send it in a cooler bag, as these are not effective in the fridges. We ask you put your child's name on both bottom (at each end) and the lid. We also ask that you think about your child's ability to unwrap their lunch. Educators can provide tips to make this easier for your child.

We try to encourage a healthy lunch at the Service so only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. We prefer that sweet biscuits, cakes, chips lollies, roll ups, are not sent as part of

your child's lunch! Here is more information on the nutrition requirements we need to see at Preschool.

## What food to pack your child for a busy day at our Service

It is expected that we see your child consume 50% of the RDI at the Service.

### RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1

CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

### LUNCH BOX EXAMPLE

For lunchbox examples, please see the get up and grow brochure in your enrolment pack.

Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits or cakes.

These items will remain in your child's lunch box for home time. A healthy lunch box environment is a group effort by all families and staff.

## Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

*Unsuitable shoes* are thongs and gumboots and we prefer that these be NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

### SPARE CLOTHES

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

## Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

# Behaviour Guidance

Educators follow a Behaviour Management Policy that extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the Policy manual.

# Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

## Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

## Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide soft mats for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

## Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes. Families are required discuss cake options with educators prior to the celebration. *For further information, please see our Celebration Policy.*

## Family Photo

We have in all rooms a Family Wall. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

## Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

### SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

## When should I not send my child to the Service?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea

- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.

HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

*If your child is unimmunised according to our records, then they will be excluded until the threat has passed.*

## Immunisation

**From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in child care.** The Public Health Act 2010 prevents NSW child care centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

For an up to date immunisation schedule, please refer to your enrolment pack.

## Medication

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless a doctor provides the Service with written authorisation.

Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

## Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 6 months.

## Accidents

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

## Emergency Drills

Throughout the year the Service will hold emergency drills, which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency evacuation plan will be displayed in every room.

## Children's Safety

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen and laundry areas.

## Workplace Health and Safety

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

## Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

*Parent Acknowledgement on the next page...*

## Parent Acknowledgement

*I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and your responsibilities to the Service.*

*I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service's policies.*

FAMILY NAME	
PARENT NAME	
CHILD/REN'S NAME	
PARENT SIGNATURE	

*Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.*



*Have you completed the orientation evaluation? Please circle*

*Yes/ No*