

Parent Handbook

Parent Handbook

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

Our Policies

All our policies are available in the policy folders located on the front room sign on table.

Please feel free to look and provide feedback on our policies at any time.

Central Gardens Child Care

Parent Handbook

Address : 6 Meadow Road

Address: Springfield 2250

Ph: (02) 43237701

Fax: (02) 43234545

Email: centralgardens2@bigpond.com

Website: www.centralgardenschildcare.com.au

Opening times 6.00am to 6.00pm

50 weeks per year

Welcome to our Service.

The Parent Handbook outlines important information you will need to be aware of while you are a part of our Service family. It is important that you read over this booklet and ask questions about matters you do not understand. You will find a form at the back of this booklet which you must sign and return to the Service to indicate that you have read the information in this booklet and your enrolment pack.

Index of Contents

Introduction

- Dear Parents
- Aims for Children
- Philosophy
- The Program
- The Daily Routine
- Services Offered
- Age Groups

Children

- Those First Weeks
- What to Bring
- Birthdays
- Clothing
- Belongings
- Possessions
- Lockers
- Guidance and Discipline
- Rest & Sleep

Parents

- Communication
- Hours of Operation
- Notice Boards
- Enrolments
- Court Orders
- Arrival & Departure
- Parent Involvement
- Commencement Fees
- Service Fees
- Accounts
- Late Fees
- Attendance & Absences
- Allowable Absences
- Holidays
- Waiting List
- Notice of Withdrawal

Health & Safety

- Medication
- Asthma
- Sun Protection
- Accidents
- Fire Drills
- Service Safety by Parents

Educators

- Sonya Camilleri (Early Childhood Teacher)
- Johanna Peers (Diploma in Childrens services)
- Dianne Rumsey (Diploma in Childrens services)
- Kimberley O' Connor (Diploma in Childrens services)
- Maxine Nash Trainee certificate 3
- Dylan Payne Trainee certificate 3
- Lyn Edwards Bus Driver
-

Conclusion

Important Contact Numbers for Families

Sonya Camilleri 0416 227701

Introduction

Welcome to Central Gardens Child Care. Finding a new education and care Service for your child can be a daunting task. At Central Gardens Child Care our aim is to provide a secure and happy environment where children can develop their intellectual, social, emotional, physical, aesthetic skills to become competent and confident individuals, and for you as a parent/guardian to feel safe knowing that your child is receiving the best possible care.

We believe the best way to work with you and your child is by building a **partnership of education and care**. To do this we want you to feel:

Welcomed, recognised, acknowledged and respected by all our Educators.

That your child is really known by, and really knows, the people who care for him or her.

You are given lots of information about what is occurring and are asked for your views.

You are involved in making decisions about your child's experiences.

You and your child are received and greeted upon arrival.

Your child is happy, secure and engaged.

Parent Handbook

Your child is not just looked after but really educated and cared for.

Contact Persons

Approved Provider : Springfield Preschool Pty Ltd

Nominated Supervisor Sonya Camilleri

Certified Supervisors Johanna Peers and Dianne Rumsey

Educational Leader Sonya Camilleri

Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning 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 –

Australian Capital Territory

Children’s Policy and Regulation Unit, Community Services

Nominated Directorate

www.dhcs.act.gov.au

02 6207 1114, ocyfsChildrensServices@act.gov.au, GPO Box 158 CANBERRA CITY ACT 2601

New South Wales

NSW Early Childhood Education and Care Directorate

Department of Education and Communities

www.det.nsw.edu.au

1800 619 113, ececd@det.nsw.edu.au, Locked Bag 5107 PARRAMATTA NSW 2124

Northern Territory

Quality Education and Care NT

Department of Education and Training

www.det.nt.gov.au

08 8999 3561, qualityecnt.det@nt.gov.au, GPO Box 4821 DARWIN NT 0801

Queensland

Office for Early Childhood Education and Care

Department of Education, Training and Employment

www.education.qld.gov.au

1800 637 711, ecec@dete.qld.gov.au, PO BOX 15033 CITY EAST QLD 4002

South Australia

Education and Early Childhood Services Registration and

Standards Board of South Australia

www.eecsrbsa.gov.au

1800 882 413, nationalqualityframework@sa.gov.au, GPO BOX 1811, ADELAIDE, SA 5001

Tasmania

Department of Education

Education and Care Unit

www.education.tas.gov.au

1300 135 513, ecu.comment@education.tas.gov.au, GPO BOX 169 HOBART TAS 7001

Victoria

Department of Education and Early Childhood Development

www.education.vic.gov.au/childhood/providers/regulation

1300 307 415,

licensed.childrens.services@edumail.vic.gov.au,

GPO BOX 4367, MELBOURNE VIC 3001

Western Australia

Department for Communities

Education and Care Regulatory Unit

www.communities.wa.gov.au

1800 199 383, ecru@communities.wa.gov.au,

LEVEL 1, 111 WELLINGTON ST, EAST PERTH WA 6004

Education, Curriculum and Learning

We will be following the Early Years Learning Framework (or other Approved Framework) as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Sonya Camilleri.

All Educators at our Service are trained and experienced in areas of early education and care. Due to our high standard and commitment of our Educators, we are able to provide developmental and educational curricula for each group of children.

We will use the relationships children have with their families and communities to build the curriculum, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

Early Years Learning Framework Learning (EYLF)
Learning Outcomes:

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

If your child's Educator feels there is an area of concern, they will inform you and advise where help may be sought, e.g. speech therapist. It is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

Philosophy

Central Gardens strives to offer high quality educational environment being guided by the National Quality Standards to provide positive outcomes for our children, families, educators and the community.

Central Gardens is committed to self-assessment and quality improvement planning process. Our centre is committed to continually reflect on our practices as a team with our families, children, educators, management and community.

Parent Handbook

The importance of play

Play is the means by which young children develop their physical intellectual and emotional skills. As they play they learn to socialise, to consider others and the give and take of human relationships. We encouraging children to develop friendships with each other based on mutual trust and respect. The environment that stimulates growth and development through play also helps extend and promote the adaptability and creativity of the child.

Children's place in the community

We acknowledge the valuable contribution that the community can make towards the holistic development of each child. We do this by fostering links between the children, their families and the broader community.

Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Central Gardens Child Care would like to encourage all children, families and educators to develop a sense of belonging to our centre's community and to the wider external community.

Diversity, fairness and social justice.

We support the principles of social justice. All children and families of all abilities, from religious, cultural, linguistically diverse backgrounds are treated equitably and are valued and included in all aspects of the centre and the community.

We believe all children, families and educators have a right to be treated with fairness and equity, have the same opportunities for participation and are accepted as valued members of the community.

We acknowledge and respect the many differing social and cultural backgrounds of children in our care and the experiences they bring from the home environment. Respecting the needs, feelings and property of others is a mutual practice which assists in the development of compassion in others regardless of age.

We encourage parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.

We include in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.

We believe all children, families and educators have a right to be treated with fairness and equity, have the same

At Central Gardens Child Care we value and believe in a homelike atmosphere within a caring and stimulating environment in which all children can feel safe and secure. Each child is a valued individual with unique interests and strengths and we give children the freedom to choose activities they are most interested in.

Educators will guide children to make positive choices about their learning and development. Developmental play enables children to learn through concrete "hands on" experiences such as doing, experimenting, predicting, achieving and making mistakes.

To provide all children with accurate and appropriate material that provides information enabling children to develop autonomy, independence, competency, confidence and pride.

A variety of perspectives about child learning

Through current theories, professional knowledge and understanding of child learning and developmental practices we aim to enrich each child's experiences so that they develop a sense of self- achievement.

Through implementation of the Early Years Learning Framework (EYLF) for children aged 0 to 6 years and The Framework for School Age Care (for children who are attending school who use our before and after school service.) we build on child's interests and knowledge as individuals within the group and wider community. We look at developing the child as a whole by linking their learning and environment to the learning outcomes, principles and practices.

We encourage their self-help skills and promote a positive attitude to encourage high self-worth, as we believe if a child is confident they will have the ability to do anything they set their minds to, now and in their future. This encourages lifelong strong emotional intelligence that gives children the ability to cope with life's challenges.

The importance of the early childhood years

Children are constantly learning. Most of a child's learning actually takes place during these years. All of the experiences a child has in this time contribute to the kind of people they will eventually become. Learning and development takes place through the medium of the child exploring (their) environment. The most common term for this form of learning is "play".

Parent Handbook

opportunities for participation and are accepted as valued members of the community. Relationships are important to a child's health, wellbeing and development.

Living document

Our philosophy is a living document and it is made available to everyone involved in the centre. All educators are supported to know, understand and contribute to our philosophy. In order to ensure philosophy continually reflects current understandings about the way children develop and how child care informs their experiences, we perform periodic collaboration with parents, children, management, educators, the wider community and all other stakeholders.

Grievances, Complaints and Feedback

If for any reason you are not happy with our level of education and care or our environment we want to know immediately. You can discuss this with Educators or write a formal letter. When any matter is raised the Service will be following our Grievance Procedure. All Service policies/procedures are available to parents. Positive feedback is most welcome too.

Child Care Subsidy (CCS)

Child Care Subsidy is available to all families who are Australian Residents if their child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. The percentage of subsidy a family receives is based on their estimated combined annual income. Please see our Fees Policy for further detail about CCS.

All families wishing to access Child Care Subsidy need to complete an online Child Care Subsidy assessment through their myGov account. If eligible, the Subsidy will be paid directly to the service on families' behalf and we will reduce the fees owed. This can occur after our service enters families' enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

For further details please speak to our Nominated Supervisor or contact Centrelink on 136 150.

Opening Hours

The Service is opened for **12** hours per day, **50 weeks** per year and caters for children 6 weeks-12 years.

The Daily Routine

We provide an environment where the children feel comfortable and secure at all times, and all our rooms have daily routines that reflect this. Our routines are designed to maximise each child's opportunities to learn and develop.

Throughout the day the children will experience a number of different activities which are part of the educational and developmental curriculum operated by all of our Educators. These will be based on the interests, skills and knowledge of the children and include aspects of their culture, family and community.

Each room will display their routine which parents may read, and educators will be happy to answer any questions. There are summer and winter routines which are adapted to the weather conditions.

Services Offered

Long Day Care
Morning Tea
Pre-school Program
Lunch
Special Needs Catered For
Afternoon Tea
Before and After School Care
Vacation Care

Age Groups

The Service has three groups which promotes a spacious, warm and inviting environment for all our children at the Service. The rooms are:

- 6 weeks -3 years
- 3years- 5years
- 6years-12 years

Children

Those First Weeks

The introduction into long day care can be difficult for children and parents. Children's welfare and happiness are the priority for educators when welcoming new children to the Service and when assisting the family to settle into the Service environment. It is recognised that families' needs will vary greatly in the orientation process and individual needs will be addressed.

The following outlines some helpful hints for parents on settling their child into care:-

- Make sure you familiarise your child with the environment and the people in the environment (children and adults) by coming in for visits before commencing care.
- Ease your child into care with short stays to begin with.
- Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
- If your child is unsettled, short visits with you will help your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
- Your child will be reassured when they see positive interactions between Educators and parents or Educators and other children, and this will help them to establish trust in an unfamiliar setting.
- Try to talk at home about child care. Mention the names of the Educators and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
- Talk to the Educators about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like and dislike and so on. This helps Educators to get to know your child.
- When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes only confuses them, especially if they are upset.

Parent Handbook

Reassure your child that everything is alright and you will return later. This can help them to settle.

- It sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and then passing them an Educator, or sitting down with them to read a book or for a short play before leaving.
- At first some children protest strongly while others may take a day or two to realise that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.

What to Bring

6weeks-6 years

- A change of clothing that is weather appropriate (younger children- especially those toilet training- will need extra changes)
- A hat – a full brimmed wide hat.
- A security item for rest time.
- Sheet Sets.
- Nappies if required.
- Formula / breast milk for infants

Birthdays

Your child's birthday is a special event in his/her life. To celebrate your child's birthday, you are welcome to bring jelly (due to food allergies). Please check with your child's educator prior to the birthday that what you plan to bring in is suitable for all children, including those who may have allergies or special dietary requirements.

Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints etc will come out in the wash, accidents do happen so please don't send your child in expensive or designer clothing. Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

Parent Handbook

The Service only has a limited supply of spare clothing. Please supply at least one change of clothing and underwear (for those children out of nappies) in case of accidents. Toddlers should have about three complete changes of clothing and plenty of training pants.

Please label your child's clothing and replace name tags if they fade in the wash. Ensure clothing is suitable for the weather.

Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats, as these have the potential to become caught on equipment and may cause serious harm to your child.

Belongings

Please ensure all belongings are clearly labelled including dummies, clothes etc. Lost property will be displayed for parent collection in your child's room. Parent co-operation in labelling assists the Service in keeping your child's belongings together.

It is appreciated if personal possessions are not brought to the Service e.g. guns, toys etc. Any possessions brought must come entirely at the parent's own risk with regards to breakage or loss. A soft toy or security item for rest time is acceptable.

We welcome and encourage family input and news/weekend sheets can be placed in 'News Box'.

Lockers

Each child is allocated a locker. Please place bags etc in your child's locker. If your child attends less than five days per week, they will share their locker with another child.

Guidance and Discipline

Educators follow a Behaviour Guidance Policy (in Relationships with Children Policy) which 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.

The policy aims are:-

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour.
- To encourage the individual social development of each child.

If you require further information on this policy please ask Educators and refer to the policy book.

Rest and Sleep

Rest time routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children. Your child may wish to bring a security item, pillow or blanket to have at rest time. Please feel free to discuss your child's rest needs with Educators.

Parents

We believe the best way to work with you and your child is by building a **partnership of care**. To do this we want you to feel

You are given lots of information about what is happening and you are asked for your views

Communication Communication Communication

What is the best way to communicate with you?

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. We have many types of communication we use for families in the Service just like you.

Parent Handbook

these notices and ensure they are aware of current issues and events in the Service.

- Policies will be regularly reviewed in a variety of ways (sign in area, newsletters and via files to enable parent comment on Service practices).

Confidentially and Discretion

Information received through written and spoken communication with families will be treated with discretion.

At any time if you require a **private discussion with our Educators**, please inform us. This can happen face to face or by phone.

What type of communication do you prefer?

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face to face

You can tell us your preferred way of communicating on page 13.

Ways we communicate news/events at the Service:

- Verbally at arrival and departure times.
- Regular newsletters which will be sent home via the children's individual pockets once a month.
- A message section on the day book, where brief notes can be left between Educators and parents.
- A notice board where various messages and notices are displayed advertising current issues and upcoming events.
- Regular parent meetings are held where parents can raise any issues or topics, give feedback and contribute to decision making.
- A fees/communication box allows parents to leave more detailed written messages if they have concerns or want to provide positive or negative feedback. These can be anonymous if desired.
- Occasionally Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Each family will be allocated an individual 'file' in which newsletters, accounts and other written communication will be placed. ***It is the parent's responsibility to read***

Communication and Educators

What can you expect from Educators?

Educators will :

- inform families promptly and sensitively of any out of the ordinary incidents affecting their child.
- share with children's families some of the specific interactions they had with the children during the day.
- provide information on children's eating and sleeping patterns through verbal communication and through the room sign in sheet. and room diaries
- keep an appropriate record of joint decisions made with families affecting children's progress, interests and experiences. (These may include new events like toilet training.)

Please feel free at any time in person, by phone or email to discuss your child's progress, relationship, interest and experiences.

Hours of Operation

Service hours are from 6.00am to 6.00pm, Monday to Friday, 50 weeks per year.

Priority of Access

Please refer to our Enrolment Policy for more information about the Department of Education, Employment and Workplace Relations' (DEEWR) requirements for Priority of Access.

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.

Commencement Fees

On enrolment we will require a bond of **2 weeks full fees** per child to be paid before your child commences at the Service. This is refundable when your child ceases care or may be used to pay outstanding fees. There is also a one administration fee of 30 dollars.

Refunds can take up to eight weeks to ensure your Child Care Subsidy entitlements with the Service can be finalised. All refunds are paid by cheque.

Service Fees

\$93 per day part time attendance for Blossom and Gumnuts.

\$86 per day part time attendance for Banksia Children

Permanent _Before School Care \$18 per day

Casual Before School Care \$20 per day

Permanent _After school Care 28/ per day

Casual After School Care \$33 per day

It is our policy that all accounts are to be at a nil balance each week ie there should be no fees outstanding.

Accounts in arrears will be subject to care being cancelled.

Accounts

On your first week at our Service you will be required to pay your bond and you will receive a statement on the next billing cycle.

Any change of financial income will alter your fee structure. Please advise our Service and Family Assistance Office (13 6150) if this occurs. Payments can be made via cash, cheque, direct deposit.

Late Fees

If your child is collected from the Service after 6.00pm, you will be charged a late fee which is \$2 per minute per child. This will be added onto your account.

Attendance and Absence

Once a child is enrolled at the Service, payment of fees must continue during the child's absence for illness, **public holidays** annual holidays etc. (**You will receive a make up day for public holidays**), When a child is absent for any reason we must be notified. The Service is open for fifty weeks per year; the only period during which we are closed is Public Holidays and two weeks at Christmas. Dates will be advised.

Allowable Absences

Refer to the Department of Education, Employment and Workplace Relations (DEEWR) for information about allowable absences.

Waiting List

When our rooms have full enrolment, children's names will be put onto a waiting list. Once a position is vacant, parents are then contacted about placement. When parents wish to change days, this can be effective immediately if enrolments for that day are not full. If they are full the child's name will be placed on a waiting list. Once a position is available, days will then be adjusted. Our waiting list gives priority to working parents as per the Priority of Access Guidelines.

Notice of Withdrawal

Refer to the Department of Education, Employment and Workplace Relations (DEEWR) for information about withdrawals from care.

Health & Safety

The Service provides a healthy and safe environment for children, Educators and families— please refer to our policies covering nutrition, hygiene, medication and infectious diseases. Children with contagious illnesses must be kept at home. A doctor's certificate must be presented to the service when the children returns showing the infection is no longer contagious.

Parent Handbook

Food Allergies

We are an allergy aware Service.

Please inform the Nominated Supervisor if your child has any allergy or anaphylaxis.

Illness

NO CHILD will be admitted with obvious signs of any contagious infection or illness. Our policy states the incubation period, symptoms and exclusion periods of such diseases. Children who are not immunised will not be allowed to attend the Service.

Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.

Medication must be in date, in it's original container with the original label, have the child's name on the label, and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. **Please DO NOT leave medication in your child's bag.**

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

Medical Conditions including asthma and anaphylaxis

The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed. This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan.

Parents are responsible for updating their child's Medical Management Plan or providing a new Plan when necessary.

Sun Protection

Our Service's policy is "no hat, no play". This policy will be enforced. Parents are asked to provide a wide brim hat to wear during outside activities. These must be labelled. The most suitable hat is one which shades the ears and neck, as research is showing a high incidence of skin cancer on people's ears.

Children are required wear sun safe clothing that covers as much of the skin as possible when outdoors. Please dress your child in clothing that will protect them from the sun.

Accidents and Illness

The nominated supervisor will contact parents immediately if a child is involved in a serious accident or illness 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. A emergency escape plan will be displayed in every room.

Using the Service Safely

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 Feedback

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.

Educators: qualifications and ratios

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.

Conclusion

We guarantee your child will have a happy, safe and secure relationship with our Service and our Educators and that the time he or she is in our care will be positive and fulfilling.

Important Contacts and Information for Families

The Service provides families with current information on child and family resources and services accessible in the local community.

Our Service has a parent library with resources you may find helpful.

ACECQA is the new national body ensuring early childhood education and care across Australia is high quality

Address: Level 15, 255 Elizabeth Street, Sydney, NSW, 2000

Postal Address: PO Box A292, Sydney, NSW 2000

Email: enquiries@acecqa.gov.au

Phone: 1300 422 327

Family Assistance Office
Phone: 13 6150

Australian Childhood Immunisation Register
Phone: 1800 653 809

Local Contacts

Community Health
and Resource Service
02 4367 9600

Speech Therapist (Community Health)
02 4328 7999

Royal Institute for Deaf and Blind Children
Melinda Lloyd
02 9872 0826

Occupational Therapist (Gateway)
02 4328 7900

Emergency Services
Police, Fire, Ambulance
000

Hospital
02 4320 2111

Fire Station
02 4325 1888

Local Immunisation Clinic

Ph: 02 4367 9600

Informative Websites For Parents

We have a list of useful websites for parents. Please ask educators for a copy.

Raising Children Network

The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering **children** aged 0-8 years.
raisingchildren.net.au/

Better Health Channel - quality consumer health information quality-assured, regularly reviewed, health and wellbeing information and services. This site is sponsored by the State Government of Victoria
www.betterhealth.vic.gov.au/

Parent Handbook

Parent Involvement 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

Your child loves you and when they get to childcare all they talk about is you. You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (eg 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 programming and the ideas explored from parent talks can last for weeks.

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.

Please tell us what you can offer and your availability on the enrolment form.

Useful Junk - 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.

Family Dinner Night – There is no better way to meet new friends. We will be having informal dinner nights at the

Service after close time for you to meet the other families. The older children in the Service really enjoy preparing the event.

Family Photos – Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a photo of your family for us to display in the room.

Shopping Adventures

The Service organises weekend outlet shopping events for mum's. This is not only a great way to get a bargain, but also to meet the other mothers.

Concerts and 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

Remember

When your family becomes involved with the Service, no matter how small or big your involvement, your child will be experiencing the connection between home and our Service.

Please read this handbook carefully so you fully understand the commitment that you are undertaking and your responsibilities to the Service. When you have done so please sign and return this page to the Nominated Supervisor.

Thank you.

Communication

Family name

Parent's full name:

Child/(children)'s name

Parent's full name:

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

Signed: _____

Dated: _____

Have you completed the orientation evaluation Yes No

Please indicate the best way to communicate with you:

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face to face

Please Remember

We encourage family participation and involvement in the Service. This allows you to see first hand what we do and your child sees that there is a connection between home and the Service.

We welcome your feedback and view "Feedback As A Gift"

Parent Input for Individual Curriculum

Child's Name; _____

Date of Birth: __/__/__

Days attending:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

What time will you be arriving and returning to the Service? (estimates only, we understand some mornings may differ) am:

pm:

What will help you and your child say goodbye to each other in the morning?

Parent Handbook

Family Information – type of family and names
(parents/siblings/extended family living together/blended family)

Cultural background of family members – immediate and extended:

Languages spoken at home (this includes “special” words your child uses for a particular items e.g. dummy-boo boo)

Family preferred care giving strategies – any strategy in particular that you see that works for you and your child in relation to particular situations (e.g. at meal times, when your child is upset, during and after a tantrum)

Routines - toileting, sleep, rest, nappy changes:

Are there any special instructions for nappy changes? Yes/No
If yes please explain

How will we know when your child is tired?

What helps your child fall asleep?

How does your child wake? Quickly, slowly, do they like to be taken from cot immediately? Or stay for a while?

Likes/Dislikes (in relation to food, play, routines – anything you can think of)

Here is the opportunity for you to offer us input into your child’s individual program. Your input is important to us and your child’s program, because it provides us with more pieces of the puzzle in relation to getting to know your child and enables us to plan enjoyable experiences for them which maximise their opportunities for learning.

1. What do you feel are your child’s current needs? e.g. toilet training, development of social skills, expansion of vocabulary?

How could we assist your child in these areas?

2. What are your child's current interests?

How can we foster these interests at the Service?

3. What do you feel are your child's strengths at this point in time?

How can we provide further development of your child's strengths at the Service?

This information will be used by Educators to compliment the individual curriculum that is implemented for your child. You may update this information at any time. To do this, please speak to your child's Educator(s) or the nominated supervisor.

We will also ask you about your child's interests, strengths, needs periodically throughout your child's enrolment at our Service as well as asking for information about what you did on the weekend. Again, this benefits your child – the more we know about each child, the better we are able to program to meet their individual needs. Thank you.

Orientation Evaluation

Name (optional) _____

Date ____/____/____

Overall how would you rate the orientation? (Please circle one)

Very Satisfied Satisfied Neither satisfied or dissatisfied Dissatisfied Very Dissatisfied

yes	no	N/A	Were you given an orientation to familiarise you and your child with the daily routine and activities?
yes	no	N/A	Were you reassured that most children settle in quickly to their new environment?
yes	no	N/A	Did the Nominated Supervisor arrange for you and your child to attend the Service to visit and meet the Educators, and become familiar with the environment?
yes	no	N/A	If your child visited the service before their first day, did the educators indicate your child could participate in the activities if they wished?
yes	no	N/A	Were the daily timetable and curriculum discussed, as well as routines and any special requirements for your child?
yes	no	N/A	Were you encouraged to send any special comfort items (teddy etc) to help your child in the initial settling in period?
yes	no	N/A	Were you invited to ring and check on your child at any time?
yes	no	N/A	Were you told what to bring? (birth certificate, immunisation record and Medicare number)
yes	no	N/A	Did Educators explain modes of fee payment and communication (newsletters, pockets, communication box etc)?
yes	no	N/A	Did Educators explain the importance of labelling personal items and also shown the parent library where they can access the Service policies and other resources?
yes	no	N/A	Did the Educators discuss how best to tailor your child’s settling in period?
yes	no	N/A	Did Educators encourage you to say goodbye when dropping off – and reassure you that if the child remains distressed over a period of time they will contact you?
yes	no	N/A	Were you able to stay as long as needed to reassure your child?
yes	no	N/A	Were you told you will be kept informed when you collect your child about how he or she is settling in and that you are welcome to discuss any issues with the nominated supervisor at a convenient time?
yes	no	N/A	Was the Enrolment Form explained and filled in completely with all relevant information about your child?

What could we improve on?

What did we do well?

Thankyou for your time.