

Parent/Carer Handbook

Bright Stars Pre-School & Long Day Care Centre



Providing quality care for your children.

20 Villiers Street Rockdale NSW 2216

Ph: (02) 9592 3266 Fax: (02) 9592 3256

Email: admin@brightstarspreschool.net.au

Website: <http://www.brightstarspreschool.net.au>

Operating times: 6:30am – 6:30pm/50 weeks per year

Service CRN: 407 203 177T

Bank details: BSB: 032 057 Account Number: 165283

Account Name: Bright Stars



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.

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 folder located on the sign in bench.

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

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INTRODUCTION

Welcome to Bright Stars Pre-School & Long Day Care Centre. Finding a new education and care Service for your child can be a daunting task. At Bright Stars 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, feel safe in the knowledge that your child is receiving the best possible care.

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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.

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



Contact Persons

Approved Provider: Sue Abdallah

Nominated Supervisor: Amal Abdallah

Person in Day-to-Day Charge: Eman Abdallah
Amani Moussa
Teau Louis Marsters
Selena Dumper Veal

Educational Leaders: Eman Abdallah

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. 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

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

Rating

Bright Stars is currently rated 'Meeting' the National Quality Standard.

Education, Curriculum and Learning

We will be following the Early Years Learning Framework as per our Education, Curriculum and Learning Policy.

Our Educational Leader is Amal Abdallah.

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 development with parents.



Philosophy

At Bright Stars, we acknowledge the Gweagal, Bidjigal and Gadigal Clans which are the traditional custodians of the land in which we work, play on and operate to serve the families and their children of our local community. We recognise their strength and pay our respects to Elders past, present and emerging.

We believe in creating a caring, friendly and inclusive environment where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions. This ensures that learning experiences are meaningful and children are active participants in their learning journey. Their individual special abilities, interests and cultural backgrounds drive our curriculum through making use of 'teachable moments'. We believe children learn through play. We believe learning can happen at any time and optimise any opportunity of play to encourage children to make sense of the world around them by exploring, identifying, negotiating and taking risks. We use play-based learning as a method in which children make sense of the world around them. Play enables a connection for children to explore, discover, imagine, develop ideas, interact, communicate and a sense of belonging, being and becoming.

Our routine and play experiences support children's creativity and discovery, as well as supporting positive educator interactions to develop secure and trusting relationship. We believe all children are artists. We encourage children to be responsible with building comfortable and safe learning environments. We offer children small and large group experiences and understand children play together in unique ways, supporting Rubin's theory in practice. We scaffold the education and development of each child as an individual who can grow their separate identity and qualities, yet

still work and contribute constructively within a large group. We provide unstructured play experiences; free play that allows children to freely explore and discover the world we live in. The use of technology also supports organic, unplanned play and investigation other resources can't.

Our curriculum embraces and shows respect to Aboriginal, Indigenous and Torres Strait Islander heritage, children's cultures, identities, abilities and strengths. Through program planning, we ensure our curriculum is well balanced with Early Years Learning Framework learning outcomes, principles, practices, family input, play experiences and intentional teaching. We promote belonging, being and becoming by being respectful and accepting diversity and ensuring children understand that they are accepted for who they are and knowing others care about them. We adapt our environment and resources to inclusively ensure all children successfully participate. Every child should be valued as an individual and as a contributing member of their family, community and society, consistent with the United Nations Convention on the Rights of the Child. We encourage independence and reflect on individual growth. We provide experiences that promote or initiate investigation of ideas, thinking, reasoning and hypothesising. Intentional teaching allows us to provide intriguing and enticing resources and experiences through questioning, reflecting and revisiting ideas.

We aim to provide all children a home away from home with a loving and caring family like setting that emphasises the importance of inclusivity, ensuring that all children feel welcome and valued. With reference to Bronfenbrenner's theory, we work closely with families to tailor the individual needs of all children as our interactions with families supports children's development. We believe that families bring insights that offer a rich picture about their children by sharing interests, progress and preferences, which promotes a sense of belonging, being and becoming, to be collaborative decision makers within our Bright Stars community. We take pride in celebrating all children's achievements and milestones.

We believe our environment plays a big role in the way children learn. Our environment enhances creativity and curiosity, allowing children to express personality and uniqueness. (EYLF, 2009). We establish indoor and outdoor spaces which are organised and adapted to support every child's

participation and to engage every child in quality experiences, in both built and natural environments.

We learn about our local community in authentic, real ways. We access local knowledge of the community by talking, discussing and learning from Elders and educational facilities to build upon our children's learning. We provide children with the opportunity to engage in extra curricular experiences within the service and promote extra curricula activities within our local community.

Our educators are positive role models within our community; they are always ready to teach and be involved by acknowledging spontaneous teachable moments and extending upon these ideas and interests. Educators gather information and gain insights that support, inform and enrich decision making about children's learning through reflective practice.

We ensure that keeping children's safety is our number one priority. Meals and menus are provided that are fresh, nutritional and well balanced, taking into considering children's individual dietary restrictions. Safe food handling and hygiene practices are observed at all times. A balance of indoor and outdoor experiences is provided to promote physically active play and healthy lifestyles. A rest time is provided each day to meet all children's needs and wants.

We implement effective hygiene practices, illness and injury management across the service. Educators reinforce hygiene habits through the curriculum and play experiences, as well as throughout the daily routines such as mealtimes nappy changing and toileting, and modelling good hygiene habits.

We all take responsibility in knowing and working with the National Regulations, National Quality Framework, First Aid guidelines, centre policies and procedures, which align with the values and statements outlined in the Philosophy. Our ongoing critical reflection provides opportunities for educators to build on their professional knowledge and development.

We promote and implement environmentally sustainable awareness and practices and educate children about environmental responsibility through dissecting authentic sustainable situations to help build a sustainable community. Children are encouraged to interact with vegetation and natural

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materials in the environment and exploring insects and animals in their habitats to develop their understanding of biodiversity. Educators foster children's capacity to understand and respect the natural environment and the independence between people, plants, animals and the land.

We have a positive attitude towards our work, service, families and educators. We are proud of our team and our service. Our quality improvements allow us to communicate updates effectively and regularly with families and educators. The aim of our Quality Improvement Plan is to help us self-assess our performance in delivering quality education and care and to plan future improvements. We believe quality experiences are achieved through ongoing learning and reflective practices. We critically reflect on our practices and learn from our mistakes and move on to better ways to build our service to be the best it can be. It is our aim to provide a loving, safe and comfortable environment which promotes each child's learning and development, self-esteem and individuality whilst having a great day full of play and learning!

Grievances, Complaints and Feedback

If for any reason you are not happy with the Service's level of care or care environment we want to know immediately. You can discuss this with Educators or formally write a letter. When any matter is raised the Service will be following our Grievance Procedure Policy. All Service policies are made 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.

Session Times

Session times may be offered to some families, depending on their CCS entitlements. Session times require booking your child in for a certain session time (eg, 9:00am – 6:00pm) each day. If your child is attendance before or after their allocated session time, there will be a charge of \$1 per minute for every minute before or after the session time. *Terms and conditions apply.

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.

Each infant will have their own personalised routine, catered to their individual needs. Each day, parents will be asked to fill their child's communication sheet, which will allow educators to tailor the child's routine, based on the information parents have provided about their previous sleep, bottle and toileting times.

Services Offered

Long Day Care
Morning Tea
Pre-school Program
Nursery
Lunch

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Special Needs Catered For
Afternoon Tea
Extra curricula activities

Age Groups

The Service has three rooms which will promote a spacious, warm and inviting environment for all our children at the Service. The rooms will be offered as followed:

- Investigators: 0-2 years
- Masterminds: 2 years -4 years
- Seekers: 4 years-6 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 family's needs will vary greatly in the orientation process and individual needs will be met as best is possible.

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.
- Interactions between Educators and parents or Educators and other children can produce positive role models and be reassuring. This experience can help 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, if a child is upset, only confuses them. 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 giving them to a Educator or sitting down with them for a short play or reading a book together then 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

- 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.
- A piece of fruit.
- A tub of yoghurt.
- Toothbrush and toothpaste.
- Nappies if required.
- All enrolment documentation including relevant medical plans
- Family input sheet
- Healthy lunch box (optional)
- A family photo
- Clean, sterile bottles if required
- Formula/expressed breast milk if required
- Dummy if required

- Individual photo of child (for children under 2 years only)



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 teacher prior to birthday, in case of other children having 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 their play period and should be unimpaired by clothing. While paints, etc will come out in the wash, accidents do happen so it is best to send the children along in their "less than good clothes". Young children enjoy and need "messy" play with paint, clay, sand, water and mud.

The Service will only have a limited supply of spare clothing. Please supply at least two changes of clothing and underclothing in case of accidents.

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

Please ensure that toddlers have about three complete changes of clothing and plenty of training pants.

Clothing safety

Please do not dress your child in clothing with cords e.g. shorts, hats etc. As these have the potential to become caught on equipment and may cause serious harm to your child. Please consider sun protection when dressing 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 or hook. 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 Management 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 and 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 cots for children aged 0-18 months and stretcher beds for children aged 18 months-6 years. Your child may wish to bring a security item, pillow or blanket to have at rest time.

As per regulation, all children must have an initial rest before participating in quiet activities. If you do not wish for your child to sleep, they will be woken up after 30 minutes. 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 and apart of the centre's community.

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

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.

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
- KinderM8 App

You can tell us your preferred way of communicating on page 15.

Ways we communicate news/events at the Service:

- Verbally at arrival and departure times.
- Via the KinderM8 app.
- Regular newsletters which will be uploaded onto KinderM8 once a month.
- 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 communication book 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 child will be allocated an individual 'pocket' in which notices, accounts and other written communication will be placed. ***It is the parent's responsibility to read 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 KinderM8 to enable parent comment on Service practices).
- Via QikKids Kiosk

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 curriculum, children's eating and sleeping patterns, nappy changes and toileting through verbal communication and via KinderM8

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- 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.

Complying Written Agreement (CWA)

Upon enrollment you will be required to sign a CWA. A CWA is a written agreement between the service and families regarding fees and CCS. Your CWA will be generated once your child has commenced care.

KinderM8 Application

After consenting to KinderM8 through the enrolment form, you will be emailed individual log in details to access the Bright Stars Kinder M8 app or webpage. The app allows you to view daily sleep, meal and toileting charts, as well as daily learning stories. All your child's observations and follow ups will also be uploaded to their profile for you to view. You will also be able to communicate with educators using the news feed or private messages.

QikKids Kiosk

QikKids Kiosk is an electronic sign in/out system. Parent 1, Parent 2 and any persons authorized to collect your child will be able to sign the child in and out via the QikKids Kiosk. In order to use the QikKids Kiosk, we must have your current phone number. You will be asked to create a 4 digit pin which will give you access to the QikKids Kiosk. All children must be signed in each time they arrive at the centre, and signed out each time they depart.



Hours of Operation

Service hours are from 6:30am to 6.30pm, 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 your child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure via the QikKids Kiosk. 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 Nominated Supervisor.

Parent Involvement

This is vital to ensure maintenance of a quality service. Your contribution of ideas, experiences and skills are welcomed and greatly valued. You may be able to share your skills and experiences in Music, Craft, Cooking and Storytelling etc to enhance your child's program at the Service. Please complete your availability or what you can offer the Service on the enrolment form.

Parents are welcome to visit or call the Service at any time. If you have any talents or hobbies, we welcome and encourage to please share them with the children.

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

Parents are encouraged to fill in a family weekend sheet on a regular basis.

Commencement Fees

A refundable bond of **\$300** per child is required upon enrolment. This is refundable when your child ceases care or used to pay outstanding fees. Ensure children are present on their last day of attendance as the bond will not be refundable due to full fee payment for the absent days as Centrelink will not pay if the child isn't in attendance on their last day.

- **\$300 per child fee as a bond** – One off payment per child. This is refundable at cancellation of care.
- Refunds can take up to eight weeks, due to ensuring your Child Care Subsidy is finalised with the Service, all refunds are paid by cheque or direct deposit. (Please note these payments will not show up as a credit on your account, as they are held in the bond section of your child's Service file. At cancellation bonds will be transferred to your child's account)

Service Fees



- \$140.00 per day for children aged 0-2 years
- \$120.00 per day for children aged 2-6 years

It is Service's policy that all accounts are to be at a nil balance each fortnight. All families must complete a direct debit form prior to enrolment. Fees will be debited each Monday of every fortnight. Please note, that any money which has been debited from your account/card will be receipted once it clears into our account, which takes approximately 5 working days.

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 next billing cycle (fortnightly).

Any change of financial income will alter your fee structure, please advise our Service and FAO (13 6150) if this occurs. Payments can be made in cash, cheque, direct deposit or via Ezy Pay.

Statements

Statements will be sent fortnightly to your preferred email address.

Late Fees

If your child is collected from the Service after 6.30pm, you will be charged a late fee of **\$8 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 be continued during the child's absence for illness, **public holidays**, holidays, etc. 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 DEEWR for 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 to other days, this can be effective immediately provided the group enrolment is not full. If it is 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 does give priority to working parents as per Priority of Access Guidelines.

Notice of Withdrawal

Parents must ensure a notice period of 2 weeks is fulfilled prior to withdrawing your child from care. The child must attend on the last day of the notice period otherwise CCS cannot be applied. This will result in full fee being charged.

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.

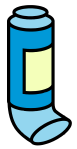
Food Allergies

We are an allergy aware Service and cater for children's individual needs e.g, gluten free, lactose

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

Illness

NO CHILD will be admitted with obvious signs of any highly 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 its 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 Medical Risk Minimisation and Medical Communication 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.

Immunisation

Under the NSW Public Health Act 2010, an approved immunisation form from the Australian Immunisation Register (AIR) must be provided in order to enrol your child as follows:

- A current ACIR Immunisation History Form on which the doctor has certified the child is on an approved catch-up schedule
- An ACIR Immunisation Exemption – Medical Contraindication Form signed by a doctor

Immunisation records must be provided prior to enrolment. We require a copy of the AIR Immunisation History Statement. An online version can be downloaded from the Medicare website.

Sun Protection

We are a SunSmart Centre. 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. Sunscreen will be applied numerous times throughout the day.

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 also be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be 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 practises, the safety of building and equipment or general WHS, 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 the Service and its the local community.

Our Service has a parent library with resources Educators and that the time he or she is in our care will be positive and fulfilling.



IMPORTANT CONTACT NUMBERS FOR FAMILIES

The Service provides families with current information on child and family resources and services accessible in you may find helpful.

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

**Address: Level 6, 175 Liverpool
Sydney, NSW, 2000**

Postal

Address: PO Box A292, Sydney, NSW 2000

Email: enquiries@acecqa.gov.au

Phone:

Family Assistance Office

Phone: 13 6150

AIR General Enquiries Line

Phone: 1800 653 809

Emergency Services

Police, Fire, Ambulance
000

St George Hospital, Kogarah

Ph: 02 9113 1111

Arncliffe Fire Station

Ph: 02 9597 4130

**Local Immunisation Clinic,
Family Health Clinic Rockdale**

Ph: 02 9567 5799

Informative Websites For Parents

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/

Munch and Move- offering fantastic information on children's nutrition and the importance of physically active play.

www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx

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. Please let us know if we can visit your workplace as an excursion for the children.

Your Home Culture

Your home culture is most welcomed 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.

Useful Junk - We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, bottles/cans, towel tubes (not toilet or egg or milk re-hygiene and allergy) paper or anything interesting from your work is much appreciated.

Family Weekend Sheets- we encourage all families to give us an insight on what they done on the weekend. Educators will then extend on this with the children.

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 copy of your family for us to display in the room.

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 the next page to the Nominated Supervisor. Thank you.

Family name

Child/(children)'s name

Parent 1 full name:

Parent 2 full name:

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) would be happy to share with the program and 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

Communication

Please indicate the best way to communicate with you:

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face to face
- KinderM8

Please Remember

We encourage family participation and involvement in the Service. This allows you to see first hand what we do, 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 good bye to each other in the morning?

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 included "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 bed 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 giving 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 familiarise 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 program 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 reassured you that if the child remains distressed over a period of time, that Educators 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 about how your child is settling in on collection and are welcome to discuss any aspects 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?

Thank you for your time.