

Trikki Kidz Early Learning Group

FAMILY

HANDBOOK

Welcome to Trikki Kidz Early Learning Group

Choosing your child's early learning centre is one of the most important decisions you will make, as we now know how critical the first six years are to your child's development. From 0 to 6 years, a child's brain develops more than at any other time in their life.

At Trikki Kidz, we offer high quality long day care, as well as kindergarten (VIC) and preschool (NSW) programs for children aged between 6 weeks and 6 years of age.

Our centres are purpose built to allow your child to experience a range of activities that will enhance and facilitate their development, create enthusiasm for learning, and foster a sense of enquiry about the world in which they live.

We are honoured to be a part of this important phase and look forward to working in partnership with you to provide the highest quality care and education for your child.

Our Family Handbook contains important information that you will need to know and be responsive of whilst your child is in attendance at Trikki Kidz. We strongly recommend you read the provided information and ask questions to confirm your understanding of how our centres operate.

Service Philosophy

At Trikki Kidz we provide a warm, welcoming, supportive and caring environment where children feel confident, secure and safe. Our educators nurture secure, respectful and reciprocal relationships with children. We recognise that children need security, love, affection and strong relationships with educators to thrive and develop to their full potential.

At Trikki Kidz we recognise the importance of working in partnership with families. We recognise that families are children's first and most influential teachers. We encourage families to become involved in our service at a level of participation which suits them. Partnerships are based on the foundations of understanding each other's expectations and attitudes, and build on the strength of each other's knowledge.

At Trikki Kidz we have a strong commitment to provide a consistently high quality early childhood education service. We hold high expectations for children's achievement in learning. Our educator's continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes.

At Trikki Kidz we respect the diversity of families and communities. Our educator's honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. We value children's different capacities and abilities and respect differences in families' home lives. All children receive equal opportunities regardless of socio-economic background, ethnicity, sex, race or physical ability.

At Trikki Kidz we recognise the importance of ongoing learning and reflective practice. Our educator's knowledge will be challenged and extended on an ongoing basis through a diverse range of professional development. Our educators become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members.

Service Information

Our centres are regulated by the Australian Children's Education and Care Quality Authority (ACECQA), as well as the state licensing department in our state/territory.

Our centres comply with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations (Education and Care Services National Regulations).

Trikki Kidz Barooga (NSW)

Service Address: 47 - 51 Takari Street, Barooga, NSW, 3644.

Postal Address: PO Box 396, Barooga, NSW, 3644.

Phone: (03) 5873 4343

Email: trikkikidz@bigpond.com

Website: www.trikkikidz.com.au

Hours of Operation: 7.30am to 5.30pm (Monday to Friday)

Approved Provider: Trudy Brooks

Nominated Supervisor: Jayne Allemand

Educational Leader: Carmel Diretto

Service Approval No: SE-00009398

Provider Approval No: PR-00003416

To contact the regulatory authority, please refer to the contact details below:

NSW Early Childhood Education and Care Directorate,
Department of Education.

Locked Bag 5107, Paramatta, NSW, 2124.

Phone: 1800 619 113

Fax: 02 8633 1811

Email: ececd@det.nsw.edu.au

Website: <http://www.dec.nsw.gov.au/ecec>

Trikki Kidz Barooga caters for 66 children each day, aged between 6 weeks and 6 years.

We have 4 classrooms:

Twinkle Twinkle Little Star:	0 - 2 years of age
Three Blind Mice:	2 - 3 years of age
Five Little Ducks:	3 - 4 years of age
Jack and Jill:	4 - 6 years of age

Trikki Kidz Cobram (VIC) OPENING IN 2018

Service Address: 24 – 28 Main Street, Cobram, VIC, 3644.

Postal Address: TBA

Phone: TBA

Email: trikkikidz@bigpond.com

Website: www.trikkikidz.com.au

Hours of Operation: 7.00am to 6.00pm (Monday to Friday)

Approved Provider: Trudy Brooks

Nominated Supervisor: TBA

Educational Leader: TBA

Service Approval No: TBA

Provider Approval No: PR-00003416

To contact the regulatory authority, please refer to the contact details below:

Department of Education and Training
GPO Box 4367, Melbourne, VIC, 3001.

Phone: 1300 307 415

Email: licensed.childrens.services@edumail.vic.gov.au

Website: <http://www.education.vic.gov.au>

Trikki Kidz Cobram caters for 110 children each day, aged between 6 weeks and 6 years.

We have 5 classrooms:

Baa Baa Black Sheep:	0 - 3 years of age
Humpty Dumpty:	0 - 3 years of age
Incy Wincy Spider:	0 - 3 years of age
Hey Diddle Diddle:	3 - 4 years of age
Hickory Dickory Dock:	4 - 6 years of age

Australian Government Assistance

The Australian Government understands that high quality child care is important for Australian families. High quality child care plays an important role in improving children's educational and developmental outcomes. Child care also enables parents to participate in the workforce and the broader community. To help you with the cost of your child care, the Australian Government provides the following assistance.

Child Care Benefit (CCB)

Child Care Benefit reduces the cost of your total child care fees. It is available to you if you are a parent, foster parent or grandparent with a child in your care who is attending a child care service approved by, or registered with, the Government. There are certain eligibility requirements you must meet to get Child Care Benefit.

Child Care Rebate (CCR)

The Child Care Rebate is additional assistance to you if you are using approved child care for work, study or training related reasons. The Child Care Rebate covers 50 per cent of your out-of-pocket costs up to the annual cap. From 1 July 2013 the Child Care Rebate annual cap will be \$7,500 per child per year, subject to the passage of legislation.

Jobs, Education and Training (JET) Child Care Fee Assistance

JET Child Care Fee Assistance provides extra help if you are a parent on an income support payment and looking for work, studying or starting a job. It will cover most of your child care costs. Eligibility for JET Child Care Fee Assistance increased from 12 months of study, regardless of the course duration, to up to 24 months.

Child Care Services Support Program

The Child Care Services Support Program provides funding to support child care and related services.

- Quality - Promote quality care for children in Australian child care services.
- Community Support - for programs designed to support access to child care for families in identified areas of need.
- Inclusion Support - helps child care services to build their capacity to include children with additional needs.
- Professional Support - provides child care workers with access to advice, training and resources to assist them build their skills and capacity to provide quality care.

For further information on your eligibility for any of the above please contact the Family Assistance Office:

- Access online services at www.familyassist.gov.au
- Call 13 61 50 between 8am and 8pm (local time) Monday to Friday
- Email through www.familyassist.gov.au
- Visit a Family Assistance Office (located in Medicare Offices, and Centrelink Customer Service Centres).

Fees (current from 1st July 2017)

Our daily fee schedule before any CCB or CCR has been applied is as follows:

0 - 2 years of age	\$102
3 - 5 years of age	\$95

Please contact us with your family CCB and CCR entitlement and eligible hours so that we can provide an estimate of your daily fee.

Allowable Absences

Families can receive CCB and CCR for any child absence from approved care for up to 42 days per child per financial year. Additional absences beyond 42 days may also be approved in certain circumstances.

Families can access a child's absence record by selecting 'View Child Care Details and Payments' on their [Centrelink online account](#) or through using the [Express plus Families mobile app](#).

Service Closing Time and Late Fees

Please be aware of our centre closing times, Barooga 5:30pm and Cobram 6.00pm. In accordance with national regulations and licensing, we are not permitted to have children at each centre after these times. Late fees will apply for all children collected after these times.

The late fee is \$15 per child for every 5 minutes. The late fee is strictly adhered to, as a minimum of two staff must remain at the centre until all children are collected.

If closing staff are unable to contact a parent or an authorised person to arrange collection of a child within an hour of a centre closing, they will contact the Department of Education and the Police who will take responsibility for your child.

Confidentiality and Privacy

In order to provide a high quality early childhood service, it is necessary to collect personal information from families. Privacy of your personal information is important to us and you can be assured that we manage our business with respect and integrity. We are committed to protecting your privacy and we abide by the principles contained within the Privacy Act 1988.

We assure you that information collected will only be used in the following ways:

- Administrative purposes in running our service.
- Billing purposes.
- Disclosure to others involved in child care including the Family Assistance Office or the Department of Education and Communities.
- Disclosure for research and quality assurance activities which will enhance our service.
- Emergency situations where medical professionals require access to records for medical purposes.

Service Policies and Procedures

Our service policies and procedures are maintained in our centre foyers. They are also available for all educators and families on our website. We expect educators and families to adhere to our policies and procedures at all times.

As part of our commitment to the National Quality Framework (NQF), we review our policies and procedures annually to ensure excellence and compliance.

Our review processes provide an important opportunity for families to offer their valuable input into the practices at the service and how best to meet the needs of each child being educated and cared for.

Educator to Child Ratios and Qualifications

Our educator to child ratios will always meet the minimum requirements as stated in the Education and Care Services National Regulations:

NSW

- Children aged from birth to 24 months require 1 educator to 4 children.
- Children aged over 24 months and less than 36 months require 1 educator to 5 children.
- Children aged over 36 months and less than 6 years require 1 educator to 10 children.

VIC

- Children aged from birth to 36 months require 1 educator to 4 children.
- Children aged over 36 months and less than 6 years require 1 educator to 11 children.

If children in the centre are being cared for in an emergency situation, the numbers of children referred to above may be amended.

Our educators have varying early childhood qualifications including:

- Certificate III in Children's Services.
- Diploma of Children's Services.
- Bachelor of Teaching (0 to 5 years).
- Bachelor of Education (Birth to 5 years).
- Bachelor of Early Childhood.

Our educators all have Working with Children Checks, maintain current First Aid qualifications and attend regular monthly 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. Educators regularly attend professional development opportunities to further develop their skills and knowledge.

Responsible Person

Each centre will always have at least one “responsible person” present at all times when caring for and educating children. A responsible person can be:

- The Approved Provider.
- The Nominated Supervisor.
- A Certified Supervisor who is in charge of the daily running of the centre.

The name of the responsible person will be clearly displayed at the main entrance of each centre.

Enrolment Information

Prior to commencing at our service, families are required to complete all enrolment documentation and pay an enrolment fee.

It is essential that our service has up-to-date information for children at all times. It is important that families notify the Approved Provider or Nominated Supervisor of any changes to enrolment information including:

- Address
- Medical or Health
- Telephone or Mobile numbers
- Authorised Persons/Emergency Contacts details
- Family changes.

It is a regulatory requirement that our service has a copy of your child’s birth certificate and immunisation record. We are also required to have certified copies of any court orders or legal documents pertaining to your child.

Service Values

At Trikki Kidz we recognise the importance of holistic approaches and pay attention to children’s physical, intellectual, social, emotional, spiritual and environmental wellbeing as well as cognitive aspects of learning. We recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning.

Our educators are responsive to all children’s strengths, abilities and interests. We value and build on children’s strengths, skills and knowledge to ensure their motivation and engagement in learning. We respond to children as individuals recognising their expertise, cultural traditions, ideas and play, which form an important basis for curriculum decision-making. We respond to spontaneous ‘teachable moments’, focusing on children’s evolving ideas and interests. We provide open ended questioning, feedback, and further guidance to challenge their thinking.

We strive to strengthen relationships between educators and children through sharing decisions, respect and trust.

At Trikki Kidz we recognise the importance of learning through play, as children discover, create, improvise and imagine. Play can expand children's thinking and enhance their desire to know and to learn. We provide a balance between child led, child initiated and educator supported learning. We create learning environments that encourage children to explore, solve problems, create and construct. Educators interact with infants and children to build attachment. We support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning environment.

At Trikki Kidz we plan opportunities for intentional teaching and knowledge-building. We document and monitor children's learning and use strategies such as modelling and demonstrating, open questioning, speculating, explaining, and engaging in shared thinking and problem solving to extend children's thinking and learning.

Our learning environments are welcoming spaces which reflect and enrich the lives and identities of children and families participating in the setting, responding to their contributions, interests and needs. We foster an appreciation of the natural environment, develop an environmental awareness and provide a platform for ongoing environmental education.

At Trikki Kidz we strive to achieve cultural competence. We celebrate the benefits of diversity and understand and honour differences. We encompass positive attitudes towards cultural differences, acknowledge different cultural practices and views and develop skills for communication and interaction across cultures.

At Trikki Kidz we recognise the importance of continuity of learning and transitions. We strive to achieve successful transitions between homes and service settings. In partnership with families, we ensure that children have an active role in preparing for transitions. We also work collaboratively with children's future educators and other professionals to ensure successful transitions to school.

At Trikki Kidz we plan, document and evaluate children's learning. We focus on the five learning outcomes from the Early Years Learning Framework which are reflected in our service philosophy. We examine the learning strategies that children use and reflect ways in which learning is co-constructed through interactions between the educator and each child. All children demonstrate their learning in different ways. We use approaches that are responsive to physical, intellectual, cultural and linguistic requirements and acknowledge each child's ability and strength allowing them to demonstrate competence. We strive to assist families to support children's learning and empower them to act on behalf of their children beyond the early childhood setting.

Goals for your child at our service

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

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning.

Educators will create a range of short and long term goals for your child which will be based on the outcomes of the Early Years Learning Framework including:

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

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

Educational Program

Our service follows the national Early Years Learning Framework (EYLF). The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

We are committed to providing developmental and educational programs which cater for each child's individual needs, abilities and interests. Our programs will continue to develop as we use the relationships children have with their families and communities, working in partnership with families, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and this is supported by educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices provides children with an authentic and meaningful learning environment which challenges, supports and nurtures their development.

If our educators have any areas of concern, we will inform families and advise where help may be pursued, e.g. speech therapist, occupational therapist, early intervention officer etc. Educators are available to discuss any aspect of learning and development with families.

Early Years Learning Framework (EYLF)

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

Belonging

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

Being

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It's about the present and knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early years are not solely preparation for the future but are also about the present.

Becoming

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

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

Portfolios

Every child will have a personal, confidential portfolio comprising of:

- Child's Profile
- Goals from families and educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the service program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes. Families will be given their child's portfolio at the end of the school year or when they finish at the service.

The portfolio will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience.

Family Participation

Our service has an **Open Door Policy** and actively seeks and encourages families to be involved in the service. Family involvement can range from evaluating and adding input to your child's program and observations to volunteering time within the service to share skills & experiences with the children.

Family involvement can be as formal or active as you like and as time permits. We respect that time is limited for most families so we ask families to inform us of their preferred method of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the service but in particular, your child's goals, observations and program.

If a family questions or does not understand any aspect of the service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time.

Family Skills, Interests and Talents

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

Your Occupation or Hobby

You are the most important person in your child's world. We welcome any family member to the service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything a family member does is interesting to children and these discussions are the best educational resource you can provide for the service. We use information from discussions about occupations and hobbies in our program, exploring ideas which can turn into interesting projects providing valuable learning.

Your Home Culture

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

Reading

Children love to be read to. If family members have the time please contact your room educators to organise a day for reading.

Recyclable Items

We are always on the lookout for recyclable items for the rooms for craft activities. Empty food containers, ribbons, wrapping paper, towel tubes, paper or anything interesting from your work is much appreciated (No toilet rolls, egg or milk cartons due to hygiene and allergy issues please).

Special Events

Our service organises special events throughout the year. Keep an eye on the Calendar of Events as your child is sure to be a star!

Parent Suggestions

If you have any suggestions or ideas on how we best can work together in the service please let us know. A parent suggestion box is available in our centre foyers. Alternatively, you can simply discuss your idea with any educator.

Communication

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

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

- ✓ Newsletter
- ✓ Emails
- ✓ Informal discussions
- ✓ Emails
- ✓ Phone calls/SMS Messages
- ✓ Facebook
- ✓ Formal meetings
- ✓ Mid-year or End of year interviews

Court Orders and Legal Documents

Families must notify our service if there are any court orders or legal documents pertaining to their child and a copy of these documents must be provided.

Please be aware that without a court order in place, we cannot legally stop a parent from collecting a child.

Arrival and Departure

For legal reasons all children must be signed in on arrival, and signed out on departure with times noted.

No child will be allowed to leave our service with a person who is not authorised on the enrolment form, unless prior arrangements have been made with the Approved Provider or Nominated Supervisor.

Preparing your child for preschool

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the service in the company of a family member before they start the day with us. This provides the child and family with an opportunity to gain an understanding of our program, become familiar with the room, where to find things, provide educators with additional information about the child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with the educators so that they can develop strategies to support the transition from home to the service. You are welcome to take photos of your child in our environment to show and discuss with other family members at home. Some children like to borrow a book from our library to read at home and return on the next visit. Some great books available to read to your child prior to starting preschool include 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the service must be open and frequent to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is more upsetting for the family than the child. We understand this and can offer support through phone calls during the day, photos and open communication.

Saying goodbye

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

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

What to bring to the service

Each child is allocated a storage space in their room each day. Please place their bag and other belongings in this space. It is recommended that your child attends with 2 full sets of clothing each day.

If your child has a special toy or blanket that they use as a comforter for sleep/rest time, or for settling periods, please let their educators know.

Infant children will be required to provide bottles, dummies and formula.

Our service supports breastfeeding. Families that are breastfeeding should speak to the Approved Provider or Nominated Supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult the Approved Provider or Nominated Supervisor to be aware of how to best prepare and store formula.

Other families are asked to please not bring any food or drinks into the service unless organised in advance with the Approved Provider or Nominated Supervisor. All food and drinks are supplied throughout the day.

Clothing

The clothing children wear in care influences the quality of their experiences as clothes can affect their health, safety, comfort, play and learning.

Clothing should be selected based on it being appropriate for active and/or messy play. It should also be appropriate to the weather. Clothing should allow children to maintain independence in changing or removing an item for toileting needs. Belts and other items that may be difficult for children to remove or replace should be avoided. Clothing that presents a choking hazard such as cords, hoods and capes should not be worn at the service. Footwear should support an active day, thongs are not encouraged nor are fashion shoes that have slippery soles or lack adequate support for running and climbing. Clothing that is culturally desired will be supported by the service.

Toys

The service has an abundance of toys so we ask that children do not bring in toys from home. This eliminates disappointment for children with toys getting lost or broken, and removes the responsibility for educators to track numerous toys throughout the day.

Behaviour Guidance

Our educators follow a Behaviour Guidance 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, whilst learning to regulate their behaviour. If you require further information on this policy please ask educators.

Rest and Sleep

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

Birthdays

Birthdays are special times for children and the service enjoys sharing the occasion. Due to strict food handling and nutrition guidelines, it is not possible for families to supply a birthday cake, however, our qualified cook will make a special cupcake for each birthday child.

Educators are aware and will make alternative arrangements for families who prefer that their child does NOT participate in such celebrations.

Educators will respect the rights and feelings of the child in these situations and will provide an alternative experience for them so that they do not feel that they are being left out.

Sun Safety

Our service is a “SunSmart” service registered with the NSW Cancer Council. We follow best practice guidelines to protect children, family members and educators from the damaging effects of sun exposure.

The service will use a combination of sun protection measures whenever UV Index levels reach 3 and above as provided by the Bureau of Meteorology.

A sun hat is provided to each child upon enrolment and remains at the service for use exclusively by your child. Children and educators will wear hats and appropriate clothing when outside at all times. Children and educators will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and will reapply every 2 hours. Please refer to our Sun Safe Policy for further information.

When should I not send my child to the service?

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

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

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, lethargy

Please do not bring your child to the service if they display any of the above symptoms. If a child becomes unwell whilst at the service, parents/guardians will be contacted to organise collection of the child. If parents/guardians cannot be contacted, educators will contact the child’s authorised persons/emergency contacts for collection.

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

Your child should not attend the service if they have been administered Panadol or Nurofen for a temperature in the previous 24 hours.

Children prescribed antibiotics should be kept away from the service for the first 24 hours to allow the child to rest and to decrease the risk of spreading the infection.

If your child has been away due to illness, please check with the service as to whether you will need a medical clearance before your child returns.

Infectious Diseases

The National Health and Medical Research Council provides the following exclusion periods for children attending child care. Please inform staff if your child has any of the following conditions so that we can advise other families and the Health Department accordingly. Confidentiality will be maintained at all times.

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised, according to our records, then they will be excluded from care in the event of an infectious disease outbreak.

Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

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

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

Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

Medication

Our educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless the service is provided with written authorisation from a doctor.

Medication can only be administered to a child by educators from its original packaging with the pharmacy instruction sticker.

On arrival at the service, families must provide medication to educators for safe storage and complete a medication record. Under no circumstances should medication be left in children's bags.

Allergies or Asthma

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

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

Incident, Injury, Trauma and Illness Reports and Serious Accidents

An Incident, Injury, Trauma and Illness Report will be completed for any incident, injury, trauma and illness sustained at the service. This report will contain details of the incident, injury, trauma or illness, any first aid that was administered, and will be signed by an educator, the Approved Provider or Nominated Supervisor and by a parent/guardian or authorised person.

The Approved Provider or Nominated Supervisor will contact parents/guardians immediately if a child is involved in a serious accident at the service. Families must ensure that the service has up to date emergency contact information at all times.

Emergency Drills and Lockdowns

Throughout the year the service will hold emergency drills and lockdowns which occur at various times 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 present in the service. An emergency evacuation plan is displayed in every room.

Children's Safety

- Never leave children unattended in cars while collecting other 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 in the kitchen and laundry areas.

Workplace Health and Safety

We welcome all feedback regarding the safety of our service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Workplace Health and Safety, please contact the Approved Provider or Nominated Supervisor immediately.