



Family Handbook

Welcome to Trikki Kidz Early Learning Group

Our Family Handbook explains important information that you will need to be responsive of whilst your child is in attendance at one of our early learning services.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our services operate. You will be required to sign and return a Parent / Guardian Acknowledgement to confirm you have read and understand the information you have been provided with.

Trikki Kidz Early Learning Group has an OPEN-DOOR POLICY.

Families are welcome to visit our services at any time.

Service Philosophy

At Trikki Kidz we provide warm, welcoming, supportive and caring environments 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 learning service. We hold high expectations for children's achievement in learning. Our educators 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 educators 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.

Trikki Kidz Barooga

Service Information

Service Approval: SE-00009398

Our Trikki Kidz Barooga service caters for 66 children each day aged between 6 weeks and 5 years. We are open from 7.30am to 5.30pm Monday to Friday, (50 weeks of the year) and closed on NSW public holidays. Notice will be given in our newsletters when these days occur.

We have 4 aged and developmentally based classrooms:

Infant: 6 weeks to 2 years

Toddler: 2 to 3 years

Junior: 3 to 5 years

Preschool: 3 to 5 years

Contact Information

Address: 49 Takari Street, Barooga, NSW, 3644

Phone: 03 5873 4343

Email: barooga@trikkikidz.com.au

Website: www.trikkikidz.com.au

Approved Provider: Trudy Brooks

Nominated Supervisors: Carmel Diretto & Trudy Brooks

Educational Leader: Carmel Diretto

Fee Schedule

Daily fees before any Child Care Subsidy (CCS) entitlement are:

\$105 per day (0 to 2 years)

\$95 per day (3 to 5 years)

Please call us with your CCS information and we will calculate your exact fee or call the Family Assistance Office (FAO) on 13 61 50 for assistance with claiming CCS.

Trikki Kidz Cobram

Service Information

Service Approval: SE-40011120

Our Trikki Kidz Cobram service caters for 110 children each day aged between 6 weeks and 5 years.

We are open from 7.00am to 6.00pm Monday to Friday, (52 weeks of the year) and closed on Victorian public holidays. Notice will be given in our newsletters when these days occur.

We have 5 aged and developmentally based classrooms:

Infant: 6 weeks to 1 year

Toddler 1: 1 to 2 years

Toddler 2: 2 to 3 years

Junior: 3 to 5 years

Kindergarten: 3 to 5 years

Contact Information

Address: 29 William Street, Cobram, Vic, 3644

Phone: 03 5872 2349

Email: cobram@trikkikidz.com.au

Website: www.trikkikidz.com.au

Approved Provider: Trudy Brooks

Nominated Supervisors: Jayne Allemand & Trudy Brooks

Educational Leader: Jayne Allemand

Fee Schedule

Daily fees before any Child Care Subsidy (CCS) entitlement are:

\$115 per day (0 to 2 years) (\$103.50 per day for full time attendees)

\$105 per day (3 to 5 years) (\$94.50 for full time attendees)

\$95 per day (Victorian Kindergarten funded children)

\$75 per session for Kindergarten (8.30am to 4pm, Mon, Wed, Thurs)

Please call us with your CCS information and we will calculate your exact fee or call the Family Assistance Office (FAO) on 13 61 50 for assistance with claiming CCS.

Trikki Kidz OOSHC

Our Trikki Kidz Cobram service also offers an Out of School Hours Care (OOSHC) program for local school aged children aged up to 12 years. We offer before and after school care and a vacation care program. School aged children can access discounted bus transportation to and from our centre from their school. Please call our centre to discuss options available.

A vacation care program is available for families in the lead up to each school holiday period. Please call our centre to receive a copy. The vacation program is subject to change, however, due to booked places and weather conditions which are out of our control.

Contact Information

Address:	29 William Street, Cobram, Vic, 3644
Phone:	0429 991 283
Email:	ooshc@trikkikidz.com.au
Website:	www.trikkikidz.com.au
Approved Provider:	Trudy Brooks
Nominated Supervisors:	Jayne Allemand & Trudy Brooks
Educational Leader:	Jayne Allemand

Fee Schedule

Before School: \$25 per session (7am – 9am)

After School: \$35 per session (3pm – 6pm)

Vacation Care: \$110 per day (8am – 6pm)

Please call us with your CCS information and we will calculate your exact fee or call the Family Assistance Office (FAO) on 13 61 50 for assistance with claiming CCS.

Child Care Subsidy (CCS)

The Child Care Subsidy is the main way the Government assists families with their child care fees.

The Child Care Subsidy (CCS):

- Commenced on 2 July 2018.
- Replaced Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy.
- Is generally paid directly to child care providers to be passed on to families.
- Is simpler than the previous multi-payment system.
- Is better targeted and provides more assistance to low- and middle-income families.

Child Care Subsidy Eligibility

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- The age of the child (must be aged 13 or under and not attending secondary school, except in certain circumstances where an individual may be eligible for a child who does not meet these criteria, such as children with a disability or medical condition in certain circumstances).
- The child meeting immunisation requirements.
- The individual, or their partner, meeting the residency requirements listed in the legislation.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved child care provider, and not be part of a compulsory education program.

Child Care Subsidy Entitlement

There are three factors that determine a family's level of Child Care Subsidy. These are:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school

The Child Care Subsidy is generally paid directly to service providers to be passed on to families as a fee reduction. Families make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidy amount.

There is also targeted additional fee assistance for vulnerable families through the Child Care Safety Net.

Families can get an estimate of what they may be entitled to by entering their details into the Department of Human Services Payment and Service Finder.

Allowable Absences

Families can be paid for any absence from approved care that their child attends for up to 42 days per child per financial year. Additional absences beyond 42 days may also be approved and paid in certain circumstances. Please speak to a Nominated Supervisor about any additional absences.

Public holidays will be counted as an absence if the child would normally have attended the Service on that week day, and fees have been charged for the child for that day. You can access your child's absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

Regulatory Authorities

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

Our service is regulated by the 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 the relevant State/Territory.

To contact the Regulatory Authority, please refer to the contact details below:

New South Wales - Early Childhood Education Directorate, NSW Department of Education

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

ececd@det.nsw.edu.au

1800 619 113, Locked Bag 5107 PARRAMATTA NSW 2124

Victoria - Department of Education and Training

<http://www.education.vic.gov.au/childhood/providers/regulation>

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

1300 307 415, GPO Box 4367, MELBOURNE VIC 3001

Service Closing Times and Late Fees

Please be aware that Trikki Kidz Barooga closes daily at 5:30pm and Trikki Kidz Cobram closes daily at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children on any service premises after these times.

A late fee of \$15 per child for every 5 minutes, is incurred for children collected after closing time and will be added to your next account.

If we are unable to contact either a parent/guardian or a person nominated by a parent/guardian on the enrolment form to arrange collection of the child/children within an hour of the service closing, then we will contact the relevant state regulatory authority and the Police to take responsibility for the child/children.

Confidentiality

Our services are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times.

In order to plan service programs, we need to collect information from families. This information helps us to assess and plan programs in partnership with families. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time, or request a copy of any information in your child's file.

Service Policies and Procedures

Service policies and procedures are available on our service website by following the relevant links and a laptop is available for families at the entrance to each service premises. We expect our educators, staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators and staff cannot make exceptions for individuals unless the Nominated Supervisor or Approved Provider approve, in serious and/or unusual circumstances.

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

Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay an administration fee.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

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

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

Goals for your child at each of our services

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

Maria Montessori

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. (Early Years Learning Framework p.9)

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

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

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

Educational Program

We follow the Early Years Learning Framework as per our Educational Program Policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school.

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

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

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

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

Early Years Learning Framework

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

BELONGING

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

BEING

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

BECOMING

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

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

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

Children's 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 be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio 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

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

Family involvement can be as formal or active as you like or as time permits. We respect that time is limited for most families so we ask that you inform us of your 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, Instagram, Newsletters and Communication Books, and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the service but in particular, your child's goals, observations and program.

If, for any reason, you question or do not understand any aspect of the service or your child's experience, we encourage you to speak directly with an Educator or the Nominated Supervisor in the first instance. However, where necessary, we have a Grievance Policy that supports all stakeholders in our community. It 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 within our services. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your Occupation or Hobby

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

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

Your Home Culture

Your home culture is most welcome within our services. 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 child's room educator to organise a day for reading.

Recyclable Items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, paper towel tubes, paper or anything interesting is much appreciated.

Special Events

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

Suggestions

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

Communication

Everyone 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:

- ✓ Newsletters
- ✓ Phone calls to your home/work, SMS
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Mid-year and End of year interviews
- ✓ Formal meetings

Please let us know which communication methods suit your family's needs best.

Court Orders

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

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure with times noted. Our services use digital technology to assist families to meet this requirement.

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

Preparing your child for care

Orientation is an important start for your child and family to connect to the service. We encourage each child to attend the service in the company of a family member prior to starting with us. Some children may require more than one visit. The orientation visit gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide educators with additional information about your child and how we can best support their transition and settling period.

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

There are some great books available which you can purchase to read to your child prior to starting at the service. Our recommendations 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 happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

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

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

What to bring to the service

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings. Our service will provide a bag tag displaying your child's name so that educators can identify your child's bag.

Breastfeeding

Our services support breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored.

Clothing

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

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

Spare Clothes

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

Toys

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

Behaviour Guidance

Educators follow a Behaviour Management Policy that extends across each 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 regarding this policy please ask an educator.

Physical Play

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

Physical play provides children with the opportunity to:

- Develop strong bones and muscles
- Improve strength and balance
- Develop flexibility and coordination
- Develop fundamental movement skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

Sustainability

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

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

Rest and Sleep

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

Birthdays

It is very exciting for a child to be having a birthday. Unfortunately, we are unable to celebrate with a cake, however we will celebrate with your child through singing, games and other activities.

For further information, please see our Celebration Policy.

Family Photo

Throughout our services, we have in each room a Family Photo Display. This is a strong and valuable tool in the environment for your child to connect to, and to feel that they belong and that their family is valued and is a part of the service, even if they are not always there. If you could please bring in a family photo, or a couple of photos that represent your family, we would love to add them to our Family Photo Display.

Sun Safety

Our services are Sun Safe services as recognised by the Anti-Cancer Council. All children and educators will wear hats and appropriate clothing when outdoors. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We ask that children come to the service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

Sun Hat

Our services provide a sun protective hat upon enrolment for every child. It must be worn every day when playing outdoors for protection against the sun.

When should I not send my child to the service?

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

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

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

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

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

Your child should not attend the service if they have had Panadol or Neurofen within 24 hours for a temperature. These medications can mask symptoms of an illness and cause the unnecessary spread of disease. Children who are on antibiotic medication should be kept away from the Service for the first 24 hours to allow the child to rest and to ensure they have no reactions to the medication.

If your child has been away due to illness, please check with the service as to whether or not you will require a medical clearance before your child returns.

Infectious Diseases

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

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

Immunisation

As of January 2016, new immunisation requirements came into force affecting childcare benefits and family assistance payments (the Commonwealth) and the enrolment of children in child care. The Commonwealth has made changes under the 'No Jab, No Pay' measure to increase childhood vaccination rates causing families to no longer be eligible for child care benefits and family assistance payments with exceptions for children recorded with medical contraindications or natural immunity for certain diseases and those on a recognised catch-up schedule.

Medication

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

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

On arrival at the service, families must hand 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 we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the Doctor. The service has a procedure that educators and staff follow to minimise allergic reactions.

The service requires an Action Plan completed by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

Accidents

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

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

Emergency Drills

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

Children's Safety

- Never leave children unattended in cars while collecting children from the service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted 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 Work health and Safety, please contact the Nominated Supervisor immediately.

Educator Ratio and Qualifications

Our services 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 educator 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 educators, please see the display in the service foyer or speak with the Nominated Supervisor.