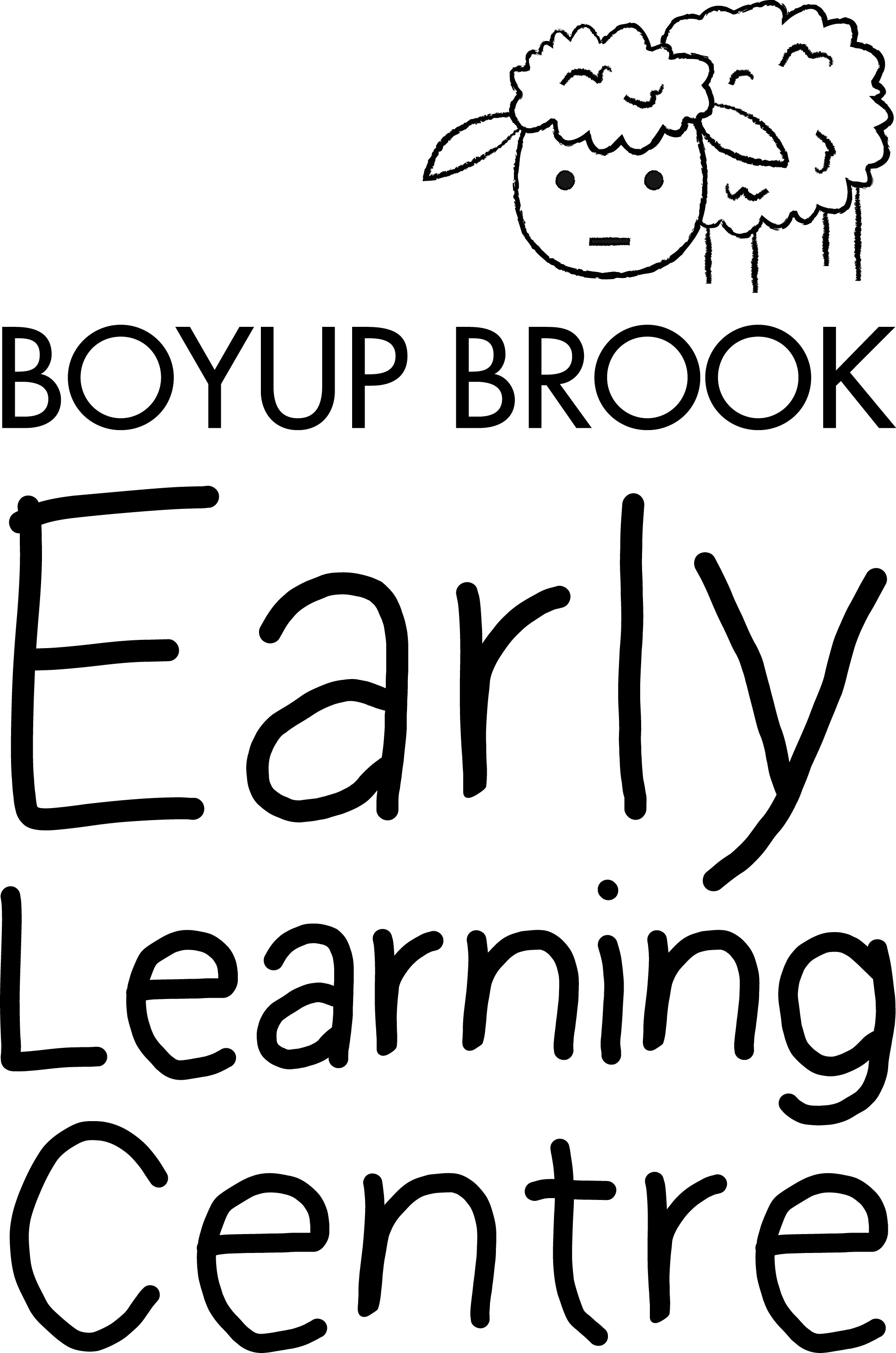
**Parent Handbook**



Supporting the next generation to develop,

explore and learn through play, naturally.

82 Abel Street, Boyup Brook, WA, 6244

Service Direct: 08) 9765 2229 Shire: 08) 9765 1200

Email: elc@boyupbrook.wa.gov.au

Mobile: 0429 403 487

Acknowledgement of Country

Boyup Brook Early Learning Centre acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Noongar people as the Traditional Custodians of the lands on which we live, learn and play. Paying our respects to Elders, past, present and emerging.

We respectfully acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

Welcome

Our Parent Handbook explains imperative information you will need to be informed of whilst your child is in attendance at our Service.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates.

You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

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

Boyup Brook Early Learning Centre

Philosophy

Supporting the next generation to develop, explore and learn through play, naturally.

We believe that open, honest and respectful relationships are at the centre of our service and everything we do. We encompass the United Nations Rights of The Child and take particularly to heart that each child is an individual. The child, with their family, educators and community, will be treated with honestly, respect, dignity, tolerance, and equality.

We recognise and value the roles of families, and support them throughout their journey. We provide an environment and atmosphere of happiness, love and understanding that compliments and respects families voices, values, traditions and beliefs. Connectedness to each other, families, community and the wider world, regardless of age, is a critical part of our service uniqueness.

We have a commitment to provide high quality childcare, based on research and evidence based practices from leading education and care philosophies. Our curriculum reflects the individuality of our children, families, staff and community, with a strong emphasis on natural and play based spaces. Echoes of Reggio Emilia, Resources for Infant Educators (R.I.E) and Montessori philosophies flow through our service and educators, and are firmly rooted within the approved learning framework, Being Belonging, Becoming: Early Years Learning Framework.

Our educators are critical, thoughtful, purposeful and reflective in our approach to environments. We value the utilisation of real world items within our environments, featuring wood, ceramic, metal and recycled materials. We recognise the importance of being environmentally conscious, and providing an environment where alternative thinking is fostered to ensure future sustainability and the health of our planet.

We take pride in providing spaces that are welcoming, comfortable, familiar and thought provoking. Supporting the next generation to develop, explore and learn through play, naturally.

Our indoor environments provide just the amounts of resources to be inviting without being overwhelming, in tune with saying that less is more. Providing areas that are defined in a way that allows for large and small groups and individual children to explore.

In our outdoor environments children are leaders of their learning, balancing risk and challenge throughout their play experiences. Wide open spaces, gently rolling hills, sandpits and loose parts play a critical role in supporting children's learning and development.

Our daily routine is consistently reviewed and flexible to tie in with the needs of our group and individual children. Rest and nutrition form its basis, as you can't play, learn or develop, if you're tired and hungry. These times take as long as they need, and at whatever time they need to be.

Large portions of uninterrupted play accompany our care routines, to foster and develop independence, self engagement, extended learning and free thinking to provide the symbiotic balance between education and care.

Our educators are passionate and committed to our children, families, service, community and the wider early education and care industry. Self awareness, and continuous improvement through education, qualifications, professional development, training and networking, ensure our educators are consistently developing and refining their professional practices.

Our service is one of integration, where philosophy, polices, procedures guide our curriculum, and supported by educators, families and children, work together to provide a high quality education and care service.

SERVICE INFORMATION

Open: Tuesday to Friday

Times: 8.15am to 5.15pm

Closed: Mondays and Western Australia and National public holidays, as well as the break between Christmas and New Year.

Licensed for 19 children:

4 babies (0-2 year olds), 5 toddlers (2-3 years) and 10 Kindy (3-5 years).

CONTACT INFORMATION

Centre Direct: 08) 9765 2229

Shire: 08) 97865 1200

Email: elc@boyupbrook.wa.gov.au

Website: www.boyupbrook.wa.gov.au

Service Providers: Shire of Boyup Brook: Alan Lamb and Jimina Shaw

Service Director: Jimina Shaw

Nominated Supervisor: Jimina Shaw

Educational Leader: Jimina Shaw

FEES

Our full fee is: $75.00 per day, before any Child Care Subsidies are applied.

Fees are required to be paid in accordance with our Fees, Payments and Subsidies Policy, and our 'Payment in Advance' so that accounts remain in credit, according to your preferred booking schedule, at all times.

Fees must be paid via our direct debit

Additional fees for late collection may also apply.

GRIEVANCES AND COMPLAINTS

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

Suggestions, comments and feedback are always welcome as part of our continual improvement for quality. These can be provided to you child's Educator, Nominated Supervisor or anonymously via our feedback box.

CHILD CARE SUBSIDY (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family’s level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](https://my.gov.au/LoginServices/main/login?execution=e2s1). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

Families are required to complete the online Child Care Subsidy assessment via [myGov](https://my.gov.au/LoginServices/main/login?execution=e2s1) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the person linked with the child, as long with the child’s CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy.   
  
ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the 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 that day for the child. 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](http://www.humanservices.gov.au/customer/subjects/self-service). You can also do this using the [Express plus Families mobile app](http://www.humanservices.gov.au/customer/services/express-plus-mobile-apps)

REGULATORY AUTHORITIES

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

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

Education and Care Regulatory Unit (ECRU)

Department of Local Government and Communities

111 Wellington Street, East Perth, WA, 6004

P.O. Box 6242, East Perth Business Centre, East Perth, WA, 6892

t: 08) 6551 8333 or 1800 199 383

f: 08) 6552 1555

e: ecru@dlgc.wa.gov.au

SERVICE CLOSING TIME AND LATE FEES

Please be aware that our Early Learning Centre closes at 5.15pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service 5.15pm. A late fee is incurred for children collected after 5.15pm.

The fee is $1.00 per minute and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected.

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

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

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

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

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

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

ENROLMENT INFORMATION

Prior to commencing at our Service, you will be required to complete all enrolment documentation and other relevant information such as those concerning medical conditions.

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 THE SERVICE

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

*Maria Montessori*

Educators’ practices and the relationships they form with children and families have a signiﬁcant effect on children’s involvement and success in learning children thrive when families and educators work together in partnership to support young children’s learning. Quality early learning has a positive influence and significant impact on children's lives.

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

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

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

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

EDUCATIONAL PROGRAM

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

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

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

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

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

PORTFOLIOS

Every child will have a personal, confidential hard copy 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’s 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 at the end of the school year or as 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.

PARENT PARTICIPATION

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

We can arrange meetings with your child’s Educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals 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.

FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Service. Your occupation, hobby, 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 HOME CULTURE

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

RECYCLABLE ITEMS

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

SPECIAL EVENTS

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

COMMUNICATION

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

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

🗸 Newsletter

🗸 Phone calls to your work

🗸 Text and picture messages

🗸 Emails

🗸 Letters

🗸 Face to face

🗸 Daily communication sheets

🗸 Educator / family meetings

🗸Formal meetings

If there is an alternative format, that you would prefer, please discuss your needs with the Director. Information can also be translated into languages other that English if required.

COURT ORDERS

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

ARRIVE AND DEPARTURE

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

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

Photo identification may also be requested for persons unknown to educators, so please ensure these are brought to the service if we have not met you before.

ORIENTATION

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

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

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

SAYING GOODBYE

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

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

WHAT TO BRING TO THE SERVICE

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

FOOD

All food at the service is to be provided by families.

Children are asked to bring their lunch in a plastic lunch box with a lid that they can open. As all lunches must be placed into the fridge. Cooler / travel bags will need to include a removable lunchbox inside, as these are not effective in the fridge and take up additional room. We ask you put your child’s name on both bottom (at each end) and the lid.

Also include one drink bottle - again with their name on it, which can be left at the Service,

ALLERGY AND NUT AWARE

Families are informed of our 'Nut Aware' and 'Allergy Aware' guidelines.

Nut Aware: means that we do not allow nuts or nut products into our service. However, it should be noted that due to the nature of processed foods, our service cannot be classified as Nut Free. Our service chooses to be Nut Aware, as children in the age range of 0 -5 years having the highest rates of undiagnosed allergies.

Allergy Aware: means that considerations are also made within our service, for food sources that could trigger enrolled children's allergies. In some cases, and especially where the allergic response is severe and life threatening, additional foods may also be added to the list of items that are not allowed at our service.

Food that contain potential allergens, nuts, nut products or are in conflict with the dietary guidelines within our Nutrition and Food Safety Policy, may not be serviced to children. The Nominated Supervisor will discuss these requirements with families.

MORNING TEA

For morning tea we ask that families provide 1 fruit and 1 veg per child (per day) in addition to the food provided in their child's lunchbox, for the creation of shared fruit and veg platters. Dried fruit, plain crackers and plain popcorn, cheese and other nutritionally dense foods can also be provided for morning tea platters.

LUNCH

Lunch will be served on individual plates and presented in a pleasant way. This will consist of the lunch option supplied by the family as well as a fruit / veg option and another other food option.

We try to encourage a healthy lunch at the Service so only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child’s lunch. Please don't send sweet biscuits, cakes, chips, lollies, chocolates, roll ups, or other highly processed foods, as these will be kept in your child's lunchbox for home time. A healthy lunch box environment is a group effort by all families and staff.

AFTERNOON TEA

Afternoon tea will allow children to help themselves to remaining items in their lunchboxes. This develops critical self help skills, as well as the preparation for transitioning to school.

We also ask that you think about your child’ ability to unwrap their lunch and open such things as muesli bars. Educators can provide tips to make this easier for your child.

IN BETWEEN MEALS

Fruit, vegetables and other nutritionally dense foods will be available for children at alternatives times throughout the day to meet their needs.

RECOMMENDED DAILY INTAKES

Research suggested that your child will consume 50% of their Recommended Dietary Intake of food, while at the Service, so its important to consider the items that you pack within their lunchboxes.

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

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

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

Reference: Nutrition Australia

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

BREASTFEEDING AND BOTTLES

Our Service supports 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.

Please ensure you provide enough breast milk / formula for your child's usual daily needs, as well as an extra just in case. Along with their feeding schedule, bottle amounts, and preparation preferences.

BIRTHDAYS

It is very exciting for a child to be having a birthday. If a cake is required for a child’s birthday it is recommended that cupcakes, made from packaged mix are provided. This means they are designed for individualised portions and minimise germ. Families are required discuss cake options with educators prior to the celebration, especially in regards to allergies.

*For further information, please see our Celebration Policy.*

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 and jump as well as being easy for the child to take off and put on by him/herself.

We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety, and more information is available in our Sun Safety Policy.

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

TOYS AND RESOURCES  
The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. comforters for sleep are more that welcome at the service, but we ask that they are clearly labelled for easy identification, and families are aware that the service is not responsible if they become, damaged, lost, stolen or broken.

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

PHYSICAL PLAY

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

Physical play provides children with the opportunity to:

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

SUSTAINABILITY

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

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

REST AND SLEEP

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide mattresses / cots 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.

FAMILY PHOTOS

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

SUN SAFETY

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

Families are asked to provide their own sunscreen to the service, clearly labelled with their child's full name, due to increased rates of skin sensitivities. Roll on and small pump bottles are great for developing self help skills. Sunscreen will also be available at the service if required.

SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child’s bag every day regardless of the weather conditions. Hats must be broad rim, bucket or legionnaire style hats, so they provide adequate sun protection for the face and neck.

WHEN SHOULD I NOT SEND MY CHILD?

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:

* Lethargy, irritability or decreased activity, including unusually tired
* Red, swollen or discharging from the eyes, nose or other.
* High temperature - Diarrhoea
* Vomiting - Rashes (red / purple)
* Breathing difficulty - Poor circulation
* Poor feeding - Poor urine output
* A stiff neck or sensitivity to light - Pain

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

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

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

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

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

INFECTIOUS DISEASE

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments.

Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

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

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

IMMUNISATION

From 1 January 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 Subsidy.

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

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

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

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

ALLERGIES OR ASTHMA

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

The Service requires an Action Plan filled in by your Doctor to assist in managing your child’s needs. The Action Plan is to be updated every 12 months or earlier if your child needs have changed.

ACCIDENTS

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

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

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

CHILDREN'S SAFETY

* Never leave children unattended in cars while collecting children from the Service.
* Cars parks are dangerous places for children. Always hold children’s hands when arriving and leaving the Service.
* Never leave a door or gate open.
* Never leave your children unattended in a room.
* Children are not permitted into the kitchen, office or storeroom areas, without an educator present.

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 RATIOS AND QUALIFICATIONS

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators, have Working with Children Checks completed, those that are required hold First Aid qualifications, asthma, allergy and CPR certifications and attend monthly Educators’ meetings.

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

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

*Parent Acknowledgement on the final page…*

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PARENT ACKNOWLEDGEMENT

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

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

|  |  |
| --- | --- |
| FAMILY NAME |  |
| PARENT NAME |  |
| CHILD/REN’S NAME |  |
| PARENT SIGNATURE |  |

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

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