



TINKABELL EARLY LEARNING CENTRE

PARENT HANDBOOK

PROCEDURES & POLICIES

TABLE OF CONTENTS

SECTION

WELCOME	ONE
CENTRE	TWO
PHILOSOPHY	THREE
AIMS/GOALS	FOUR
EDUCATIONAL PROGRAM	FIVE
EMPLOYEES	SIX
FAMILY & COMMUNITY	SEVEN
ENROLMENT POLICY	EIGHT
CUSTODY ARRANGEMENTS	NINE
ARRIVAL DEPARTURE	TEN
ORIENTATION	ELEVEN
HEALTH & SAFETY	TWELVE
SUPERVISION	THIRTEEN
DANGEROUS PRODUCTS PLANTS & VERMIN	FOURTEEN
EMERGENCY EVACUATION & LOCKDOWN	FIFTEEN
FOOD SAFETY, NUTRITION, HYGIENE & DENTAL POLICY	SIXTEEN
HEALTH /ILLNESS/IMMUNIZATION	SEVENTEEN
ASTHMA	EIGHTEEN
REST/SLEEP	NINETEEN
CLOTHING	TWENTY
TOILET TRAINING/ NAPPY CHANGES	TWENTY-ONE
SUNSMART	TWENTY-TWO
ANAPHLAXIS	TWENTY-THREE
CHILD PROTECTION	TWENTY-FOUR
WATER SAFETY	TWENTY-FIVE
EXCURSION /SPECIAL VISITS	TWENTY-SIX
BEHAVIOUR GUIDANCE POLICY	TWENTY-SEVEN
GRIEVANCES & CONCERNS	TWENTY-EIGHT
LIBRARY/PARENT INFORMATION	TWENT-NINE
NOTICES/COMMUNICATIONS	THIRTY
PHOTOGRAPHS	THIRTY-ONE
QUALITY IMPROVEMENT	THIRTY-TWO
INCLUSION	THIRTY-THREE
SPECIAL SERVICES	THIRTY-FOUR
MULTICULTURAL	THIRTY-FIVE
CONFIDENTIALITY	THIRTY-SIX
CARE ALLOCATION/FEES	THIRTY-SEVEN
FEE STRUCTURE	THIRTY-EIGHT
CHILDCARE BENEFIT	THIRTY=NINE
TOBACCO, DRUGS & ALCOHOL	FORTY
CONCLUSION	FORTY-ONE

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Policy	ECSNR	NQS	Comments
Administration of Medication	Part 4.2 Div. 4 R92- 1,3 (a-h, i- v) R93- 1(a, b) 2, 3 (a, b) 5 (a, b, i , ii) R94- 1,2 (a,b) R95- a (i, ii) b (i, ii) R96 – (a, b)	QA2, St. 2.1, E2.1.4	
Family and Community Involvement	Part 4.6 R157- 1, 2, 3, (a, i, ii)	QA1, St.1.1, E1.1.4 QA6, St6.1, E6.1.1, E6.1.2, E6.1.3, St.6.3, 6.3.3 QA6, St6.1, E6.1.2, E6.1.3 QA7, St7.6, E7.6.1, E7.6.2, E7.6.3	
Fees	Part 4.7 Div. 2 R168- 3, (n) R172 - 2		Department of Education & Training
First aid	Part 4.2 Div. 2 R89 - 1 (a, b, c)	QA2, St. 2.3, E2.3.2	
Food Handling and Safety	Part 4.2 Div. 1 R77 – 1(a, b) 2(a,b) R78- 1(a, b)2 (a, b) R79- 1(a, b – i, ii) 2(a, b, i, ii) 3 R80 -1(a, b) 2(a,b) 3	QA2, St2.2, E2.1.1, E2.1.3, E2.1.4	Department Of Health Victoria
Governance	Part 4.7 Div.2 R168- 1,2 (a too) R170- 1,2 R171 -1,2 R172 -1,2,3 Div3, Subdiv.1 R173- 1(a i –iii, b, i – iii) R174- 1,2 (a, b) R175- 1(a, b), 2(a to c) R176- 1, 2, (a, i, ii, b, c) Subdiv.2 R177- 1, (a, b, c, e- I, k - n) 2, 3(a, b), 4	QA 3, St. 3.1, E3.3.1 QA7, St. 7.1, E7.1.1, 7.1.2 St. 7.2, E7.2.1, 7.2.2, 7.2.3 St. 7.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5	

Illness	Subdiv3 R180- 1, 3 Subdiv.4 R181 R183 -1(a, b) 2 (a to g) R184 – 1, 2 Subdiv5 R185 Part 3.1 R55 - 1(a, b,c) 2 R56 – 1(a, b) 2 Part 4. Div. 1 R118 Part4.4 Div. 7 R137 – 1, 2, 3, 4		
	Part 4.2 div. 2 R85 – (b) R86 R87 – 3 (b, c,d,e), 4 Part 4.7 Div.3 Subdiv. 2 R177 -1 (a-c, e-i, k- n)	QA2, St2.1, E2.1.1, E2.1.3, E2.1.4	Department Of Health Victoria
Incident, Injury, Trauma and illness	Part 4.2 Div. 2 R85 – a, b, c R86 - R87 – 1, 3, a (i-iii), b (i-iii), c (i, ii), d, e(i, ii), f), 4	QA2, St2.1, E2.1.4, St2.3, E2.3.3, QA7, St. 7.3, E7.3.3	
Inclusion		QA1, St1.1, E1.1.5 QA3, St3.1, E3.1.4 QA6 St.6.3, E6.3.1, E6.3.2, E6.3.3	
Infection control	Part 4.2 Div 1 R77- 1 (a)	QA2, St2.1, E2.1.3, E2.1.4	Department Of Health Victoria
Infectious Diseases and Immunization	Part 4.2 Div2 R88 – 1, 2 Part 4.7. Div1. Subdiv. 1 R162 – (f)	QA2, St2.1, E2.1.4	Department Of Health Victoria
Interactions with Children	Part 4.5 R155 R 156 – 1, 2	QA5, St5.1, E5.1.1, E5.1.2 St5.2, E5.2.1, E5.2.2, E5.2.3 QA6, St.6.3, E6.3.2 QA7, St 7.1, 7.1.3	
Medical Conditions (and emergencies)	Part 4.2 Div. 3 R90 – 1(a, b, c, i-iii, A to E, iv, A, B) 2 R91	QA2, St2.1, E2.1.1, E2.1.4	Including temperature management, asthma, seizures and anaphylaxis, or any other diagnosed Medical condition.

Medications	Part 4.2 Div. 4. R92 – 1, 3 (a to h, j, i – v) R94	QA2, St2.1, E2.1.1, E2.1.4, St2.3, E2.3.2	
Nappy change	Part 4.3 Div. 2 R112 R115	QA2, St2.1, E2.1.3, E2.1.4 QA3, St3.1, E3.1.1, E3.1.2 QA6, St6.2, E6.2.1 QA5, St5.1, 5.1.1	
Nutrition and Dietary Requirements	Part 4.2 Div. 1 R78 – 1, 2 R79 - 1, 2 R80 - 1, 2, 4	QA2, St2.2, E2.2.1	Nutrition Australia or other healthy eating initiatives e.g., Good for Kids, Good for Life
Philosophy	Part 3.1 R55 1 (c)	QA7, St7.2, E7.2.1	
Priority of Enrolment		QA6, St6.1, E6.1.1, St6.3, E6.3.3	Department of Education, Employment and Workplace Relations.
Refusal & Acceptance Policy	R99, 102, 160, 161, 168	QA2.31,2.32,7.31,7.35	National Quality Standards, Education and Care Services, National Regulations
Rest time	Part 4.2 Div.1 R81- 1, 2	QA2, St2.1, 2.1.2 St. 6.2, E6.2.1	Refer to appropriate safe sleeping recommendations e.g., SIDS and Kids
Risk Assessment		QA3, St 3.1, E3.1.2 QA2, St 2.3 E2.3.2 E2.3.3	OHS Act
Tobacco, Drugs & Alcohol	Part 4.2 Div.1 R82- 1 R83- 1, 2 (a, b)		
Staff (including Responsible person at the service)	Part 4.4 Div. 2 R120 Div. 3 R121-1, 2 R122 R123 – 1, (a to d), 2, 3, 4 Div 4 R125 R126 – 1 (a, b) 2, 3 Div. 5 R129 – 1, 2 R130 R131 R132 R133	QA4, St4.1, E4.1.1, St4.2, E4.2.1, E4.2.2, E4.2.3, St7.1, E7.1.5	Equal Employment Opportunity

	R134 R135 – 1, 2 Div. 6 R136 – 1 (a, b, c)2, 4, 5 Div. 9 R145 – 1,2 (a to d) R146 R147 R148 R149 R150 R151 R152 – 1 (a, b) 2		
Storage and Use of Dangerous Substances and Equipment			OHS Act, Material Safety Data Sheets
Students on Placement		QA2 ,St2.3, E2.3.2, E2.3.3	Refer to state screening legislation e.g. Working with Children Check (Victoria)
Sun Protection	Part 4.4 Div. 9 R145 – 1, 2(d) R149 – 1, 2		Cancer Council, Sun Smart Programs – State initiatives
Supervision	Part 4.3 Div2 R114	QA2, St2.1 E2.1.1	
Toileting	Part 4.2 Div. 6 R101- f) Part 4.3 Div. 2 R115	QA2, St2.3, E2.3.1, E2.3.2 QA4, St4.1, E4.1.1	
Transition to School	Part 4.3 Div. 1 R109 R115	QA2, St2.1, E2.1.3, E2.1.4 QA3, St3.1, E3.1.1, E3.1.2 QA5, St5.1, E5.1.1 QA6, St6.2, E6.2.1,	
Volunteers		QA6, St6.3, E6.3.1, E6.3.2, E6.3.3, E6.3.4	
Water Safety	Part 4.4 Div. 9 R145 – 1, 2 (d) R149 - 1, 2		

*Policy names have been colour coded to display those which are required under the regulations. **Blue**: required by the regulation, **White**: recommended for compliance with aspects of the ECSNR or the NQS, Education and Care Services National Regulations 2011 National Quality Framework for Early Childhood Education and Care*

SECTION 1 - WELCOME

Welcome to our Early Learning Centres. We do hope you enjoy your time with us.

This booklet outlines issues you will need to be aware of while you are a part of our Centre.

It is important that you read over this booklet and ask questions about matters you do not understand. In the enrolment form you will be asked to sign and return to the Centre a declaration to indicate that you have read the information and understood the information provided in the parent handbook and our policies.

The Centre's Background.

Is a privately owned centre which offers kindergarten, full time and part time long day care to families of the general community.

Managing Director

Deborah Martinov is a qualified early childhood professional with a Bachelor of Business and an Advanced Diploma in Community Services (Child Care) and is the approved provider for centre under the Educational and Care Services National Law 2010.

Over the years as well as an owner director of three childcare centre's she has been engaged in consultancy work and other projects relating to the provision of children and family services as well as the Vice President of the Childcare Centre's Association of Victoria. This has provided her with a broad knowledge and valuable experience with all aspects of childcare and business management, including administration and financial management, human resources and development and quality improvement.

Services Manager

Neven Martinov has had many years' experience in customer services and has been in managerial positions throughout his career and also is an approved provider for the centre under the Educational and Care Services National Law 2010.

Neven's expertise in management and service delivery is reflected in the smooth day to day operation of the Centre's including overseeing cleaning & supplies, grounds & maintenance, security, and attending to the general service needs of the Centre.

Governance

Children's services are highly regulated which requires a strong professional, social, ethical and financial commitment to stakeholders in the provision of good quality services for children and families.

Our organization operates within a strict legislative framework. Accountability for compliance is the responsibility of the approved provider and the certified supervisor. Accountability for compliance is also delegated in all employees.

Children's services must also meet high standards of ethical conduct in the provision of services to families, children and the community. Our organization aims to create a positive

cultural where management and staff work towards a goal of continuous improvement in the provision of quality services to children and their families.

Day-to-Day Service Management

Day-to-day service management is delegated to the approved supervisor. The approved supervisor ensures that our organization operates in accordance with the organization's policies and procedures. The approved supervisor must act at all times in accordance with legislative requirements governing this organization.

Refusal & Acceptance Policy

The centre requires authorization for actions such as administration of medications, collection of children, excursions and providing access to personal records to comply with the National Law. Our policy outlines what constitutes a correct authorization and what does not and therefore may result in a refusal and entry to the centre.

SECTION 2 - OUR CENTRE

Our curriculum incorporates pedagogical principles and processes from both the National and Victorian Early Years Learning Frameworks, combining experiences that assist children to be confident and involved learners. Working in partnership with families our daily program is filled with play-based learning providing the children with opportunities to learn as they create, discover, improvise and imagine. The centre offers children friendship, security, challenge and excitement in a relaxed stimulating, learning environment. We realise that each age group has different needs and abilities. Specific program goals will be developed and are based on an understanding of each child in the group. In this way we can individualise the program offered so that each child is encouraged and extended in their development.

In the nursery there is a world of discovery with lots of hugs and cuddles, in the toddlers room our focus is on language, independence while they discover new challenges and adventure .In the kinder we help the children think outside the square and provide a school readiness program

Our centre is a safe, secure place where each child can continue to develop health habits, attitudes and skills. These abilities will allow the child to approach new learning with confidence and positive self-concepts

The centre acknowledges the relationship between each child's family and the centre as it is crucial to the wellbeing, health and development of all children. If the centre has extensive knowledge of each child and their family it can assist staff in developing strategies that are consistent with home, reflect common values and provide learning opportunities for individual children. We are committed to maintaining positive lines of communication when collaborating with children, families and external agencies to meet the individual needs of children.

Practical Information

Hours of Operation

Our centre offers full and part time care and is available from 7.00 am to 6 30 pm Monday to Friday. Part-time care is defined as being up to and including four days a week, paid on a daily rate. A full-time position provides care Monday to Friday inclusive, paid on a weekly rate. We are closed on all gazetted public holidays.

Our centres are professionally run by qualified and experienced educators and staff that are committed to providing high quality care. Our centre has been awarded the highest standard of care by the National Accreditation Council. Our kitchens are registered commercially with the local councils and have been awarded excellence in food and hygiene. We are a member of the Childcare Centres Association of Victoria. The Centres are registered and approved by the Federal Government to provide Child Care Benefits as reduced fees and to transfer data electronically via the Childcare Management System for the Childcare Cash Rebate. We are also registered with the Department of Education and & Early Childhood Development Children & Youth Services who provide kindergarten funding, regulate and monitor the national law, regulations, legislative framework, standards and guidelines. The Australian Children's Education and Care Quality Authority (ACECQ) provides national oversight of the National Quality Framework. They also publish guides and resources for the sector, parents and the community. We look forward to getting to know you and your family, so please arrive on time for pick up. We would recommend that you arrive a few minutes early to talk to educators and gain some feedback on your child's day.

Over time the educators, staff, management and parents at our centre have developed a manual of policies and procedures that enable the centre to function smoothly and effectively. These are constantly updated as required and available for parents.

Reflection of the Day

Each room we provide a reflection of your child's day and photographic diary of each age group's activities. This allows you to follow your child's daily activities. Please take the time at the end of each day to read and see for yourself the fun they are having!

Supporting Children's Individual Needs

We cater for 0–6-year-old children and aim to provide a home away from home atmosphere in a supportive environment, which respects and maintains the linguistic and cultural backgrounds of the children.

We include activities to aid the physical and emotional needs of a growing child. The program is designed to enhance your child's individual development - to stimulate his or her interest in the world around them, to foster a desire to learn and discover - as skills are acquired individually within a group setting. Educational objectives are formed to develop each child's identity, wellbeing, and learning and communication skills with all areas of development being independent and of equal importance in the child's total development.

Our programs offer experiences where the children will imagine, learn, explore, create and inquire through play. The opportunity to play is an important component of the

Developmental program. Play provides all our children with the opportunity to have fun, express ideas, satisfy their curiosity and test their knowledge of the world. Through play experiences, your child will be busy exploring the environment, confronting problems and finding solutions, thinking and playing creatively.

Funded Kindergarten Program

At our centre the kindergarten year is a rich and stimulating experience. We provide a range of important opportunities that not only prepare your child for school but prepare your child for life. Our Program is based on the Victorian Early Years Framework. Kindergarten is a program for children in the year before they start primary school. Children should be aged at least four years by 30 April to access the 4-year-old program. Our program is run by a qualified Kindergarten Teacher and is a part of our integrated long day care program. It is a play-based approach that emphasises learning through socialisation, exploration, investigation and opportunities to practice problem solving and thinking skills. The approach we take to learning is holistic, advancing simultaneously in the areas of health, cognitive, personal, social development and wellbeing. During each term we work on school readiness and setting objectives for each child with goals and strategies to work towards.

The Victorian Early Years Framework identifies five early years learning and developmental outcome for children. The framework describes each outcome from the Early Years Learning Framework for Australia to the Victorian Essential Learning Standards (VELS) level 1 and 2. The outcomes provide a shared language for all early childhood professionals and families to use when planning for children's learning and development.

Enrolment Forms

Must be completed prior to a child being admitted to the Centre. Please complete your details and advise us of your child health needs, medication, and food requirements to ensure we meet their individual needs.

Centre Meals

Are prepared and served in accordance with children's individual allergies, likes and dislikes and eating abilities.

Head Lice

In childcare centres, children have close contact with each other, and this provides the opportunity for head lice to be transferred from head to head. Head Lice continue to cause concern and frustration for some parents, teachers and children. Whilst parents have primary responsibility for the detection and treatment of head lice, the Centre will work in a cooperative and collaborative manner to assist all families to manage head lice effectively

Partnerships with Families

We welcome parents and relatives to participate in our program and we value a close relationship between the centre and parents. We encourage you to share your talents with us by participating in whatever way you feel most comfortable -prepare for activities, read a story, share aspects of your culture or assist on an excursion.

We encourage families to provide staff with information on changes to children's individual

needs as soon as possible. Families must provide a First Aid Management Plan from a Health Care Professional for children with health needs such as asthma, diabetes, epilepsy or anaphylaxis to be kept at the centre.

Our educators will discuss your child's individual progress and work together on future goals for their development to ensure consistency between the centre and home environments.

We have access to support workers through Inclusion Support to work with children who require additional assistance whilst in childcare. This additional assistance may refer to a child with diverse abilities, children from diverse cultural and linguistic backgrounds.

Families are also supported to help create a sense of belonging and unity by active participation in the life of the centre. Staff will provide parents with daily verbal or written feedback regarding daily events and routines through their daily reflections.

Parents can feel free to drop in or telephone the centre at any time to discuss the wellbeing of their child. We want parents to feel confident about leaving their children in our care.

SECTION 3 - PHILOSOPHY

Our Centre's vision emphasizes the family, the homeliness of our Centre, and the richness of our environment and natural surroundings. We emphasize the important role the Centre plays in nurturing and educating the children in our care through the development of trust, security and loving relationships. Our philosophy is founded on our knowledge that children are a part of a family and a community. Children bring with them into the early childhood setting "funds of knowledge" which are a part of who they are and how they learn. Our philosophy has been influenced by staff, children and families that utilize the service and reflects on current practices in the childcare field. Principles and practices that best support our vision and meet the needs of our children and parents are: -

To provide a safe, happy, secure and stimulating environment for the children which encourages a positive attitude towards learning through play.

- All children are unique individuals with their own needs, interests and strengths
- Valuing play as a medium in all aspects of development and learning.
- Learning is promoted through experimental, investigation and role-play
- An environment that provides choice for the children, one that allows for their interests and caters for their needs.
- To foster the social, emotional, physical, intellectual and language development of each individual child.
- Valuing daily routines such as eating, toileting, dressing and resting as opportunities for learning and social development, and therefore ensuring that these times are engaging and stimulating.
- For the children to develop respect for others equipment and their environment.

- To ensure that the program responds to cultural beliefs and socio-economic background and all children are given equal opportunities regardless of gender.
- To facilitate and to respond to children with additional needs.
- Educators will ensure children are given meaningful praise for efforts, success and positive reinforcement. Staff will consult with parents in regard to behaviour management.
- To provide high quality care which embraces both the National & Victorian Early Years Learning Frameworks and the National Quality Standards.
- To establish links with our local community, resource people and organisations and children's specialist services.
- Make parents feel welcome and encourage them to become involved in whatever way they feel comfortable.
- We believe that together the staff and the parents create a partnership that provides for the best interests of young children and families.
- We encourage feedback, suggestions and opinions regarding the centre's procedures, policies and general running of the centre.
- Satisfying and safe working environment.
- Staff will work as a team by motivating, supporting and respecting each other.
- The Centre aims to develop and implement environmentally sound practices that recognize our responsibility to protect and preserve the environment, and to foster in children an ongoing commitment to caring for the world in which they live.
- Valuing and supporting staff in their work with children and families and in their own professional development.
- To provide a sociable and educational preschool program within the Centre.
- To provide a realistic and natural environment similar to a very large family of brothers and sisters all growing up to help and understand each other.

SECTION 4 - AIMS & GOALS FOR THE CHILDREN

To provide the children with a healthy, happy, loving, caring and trusting feeling in the Centre, where each child has a strong sense of independence and self-worth and to provide through our daily program skills he or she will use for the rest of his or her life.

To provide through our daily program the opportunity for each child to develop their skills, values, feelings, explorations, concepts and knowledge appropriate to their age and stage of development. These will include.

- **SKILLS:** gross motor, fine motor, and language/communication, social, turn taking, conflict resolution, problem solving, self-help, and independence.
- **VALUES/FEELINGS:** respect- others, equipment, responsibility, self-esteem, diversity, acceptance, values, social justices, empathy, fairness, kindness, inclusiveness.
- **EXPLORATION:** experiment, enquiring mind, curiosity, collaborative co-operation, perseverance, scaffolding, resilience, creativity.
-
- **CONCEPTS:/KNOWLEDGE;** senses- smell, touch, sound, numeracy, spatial awareness, music, sound, rhythm, beat, movement-expression, space, environmental awareness, sustainability, literacy- verbal, written, visual

The children have the opportunity to develop happy and satisfying relationships with other children of various ages and a range of cultural backgrounds.

Develop skills to communicate with other children and adults.

For educators to develop a relationship with children based on trust and respect.

SECTION 5 – EDUCATIONAL PROGRAM

The Centre embraces both the National & Victorian Early Years Learning Frameworks which identifies the following outcomes for all children

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

The educators in charge of each room, in association with the other team members, is responsible for planning an early childhood play based program which reflects child centred, anti-bias and multi-cultural experiences; is developmentally appropriate and which emerges from the children's observed interests. Educators observe each child's responses to the program both as an individual and as part of a group, assess the child's progress towards the outcomes of the EYLF, and document the observation and assessment. They use this documentation to meet each child's individual needs. The documentation is available to parents. A wide variety of developmental areas and interest areas are provided for within the indoor and outdoor play environments. Parents are welcome to discuss their child's

development and view their observations. Parent interviews are also organized at the end of each term. Portfolios are used to document the child's learning journey it is handed to parents at the end of the year.

We aim to provide a stimulating range of activities without bias to gender. We provide equal opportunities for girls and boys to develop to their full potential through these learning experiences. The curriculum is planned to develop and understand the acceptance of differences in others, and inclusive of children with special or additional needs.

Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program their sense of agency is promoted, enabling them to make choices and decisions and influence events and their world.

The indoor and outdoor learning environments are arranged and resourced with materials which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of these environments. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning.

The program, including routines, is organized to maximize opportunities for each child's learning. It allows for extended periods for children to engage in learning. Mealtimes are unhurried social occasions. Rest and relaxation involve intentionally teaching older children relaxation techniques.

Our learning curriculum is displayed in each room. Parents are encouraged to read it and participate in our planning and offer feedback. Comments, ideas or suggestions on the curriculum are always welcome. Resource organisations are readily available to assist staff and parents. Please consult us if you have any concerns or you wish to consult a children's specialist service.

Further Reading:

Educational Program Policy

Sustainability Policy

Family & Community Involvement Policy

Dangerous Products, Plants, Vermin and Objects Policy Dental

Health Policy

Educator Professionalism and Ethics Policy

Excursion Policy

Hand washing Policy Relationships with

Children Policy

Nappy Change and Toileting Policy Nutrition,

Food and Beverages Policy Sun Protection

Policy

Sustainability Policy Water

Safety Policy Health &

Safety Policy

SECTION 6 - EMPLOYEES

Our dedicated educators recognize pedagogy that actively engages children in play as one of the main ways in which children learn and develop. They use a holistic approach when planning for the whole child's development. They pay attention to the children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of them

learning.

Our educators are seen as valuable resources to our centre where their personalities and beliefs contribute to making a successful learning environment. They have a range of early childhood teaching qualifications and experience. We strongly believe in promoting ongoing learning and reflective practices for all our educators. Through an ongoing cycle of reviewing current practice, we are able to establish new ideas and always continue to improve the service we provide for our children every day. We also encourage our educators to constantly update their skills and knowledge by attending relevant external and internal training and courses.

We ensure that background checks are carried out on all educators before they are employed, and all employees follow the centre's ethical code of conduct.

We believe that continuity of care is important to ensure the children establish trust and form a warm and secure relationship with their caregiver. Staff are located in the same room with the same children where possible.

Work experience students as well as students from a variety of studies are welcomed and encouraged throughout the year. The field students are involved in a wide range of studies from a Certificate and Diploma in Childcare to a Bachelor of Early Childhood Development. Work based placement is an essential part of their training and our centre aims to provide "real life" experiences for these students, under experienced staff supervision.

All parents will be advised when a student is on placement within the Centre.

Staff Absences.

The Centre policy is to have a minimum number of different educators for any one group of children. Wherever possible our own relief staff usually covers sickness and holidays. Where this is not possible relief staff is employed through a reliable agency.

Managers Role.

The manager is nominated by the approved provider to be responsible for the day-to-day running of the centre and monitoring of childcare and staff. Child Care Benefits, recording of allowable absences and any issues relating to fee payment. The manager ensures the objectives and policies of the centre are implemented and advises the Director and the Quality Improvement Standards Committee on the running of the centre and changes to government requirements. Parents should feel free to approach either the Manager or Director at any time to discuss concerns or issues relating to the centre, the staff or the children.

Certified Supervisor

Staff may be nominated as the responsible person present at the centre in the absence of the approved provider under section 117 of the National Law to manage the centre. The person nominated on the day to be in charge will be approved by management and their name visibly displayed at the centre.

Educational Leader

Is the person approved by management to lead the development and implementation of the educational programs within the centre.

Business Management

The Business Manager is responsible for accounts and any issues relating to fee payment. Parents with difficulties in any of these areas should speak to the Business Manager. If the Business Manager is not available, the Manager or Director will take details and have the Business Manager contact the parent when available.

Further Reading:

Educators Professionalism & Ethics Policy

SECTION 7 - FAMILY & COMMUNITY INVOLVEMENT

Families, staff and the children work together to achieve the Centres aims and goals. Families are always welcome in the centre and are encouraged to become involved in our daily program.

We recognise the importance of understanding the child in the context of family and culture.

A main objective of ours is to establish what some may consider a very special rapport with you the parents, taking into account your preferences, values, needs and wishes.

We recognize that effective communication is a vital factor in providing care that is personal and individualized.

We recognize that when it comes to your child, you are the expert. Our educators rely on you to share with them your intimate knowledge of your child each day, in order to provide care that is consistent with your home environment, and to develop a program that reflects an understanding of your child's changing needs throughout their growth and development.

In turn we welcome the opportunity to share with you their professional expertise in child development, and to share with you their knowledge and growing understanding of your child.

We see both parents and staff as a resource to each other, and therefore, as active partners in the care and education of children.

Daily communication between you and your child's caregivers is an essential element of a quality early childhood program.

We look forward to many conversations and opportunities for exchanging of information and getting to know you and your child personally during your time at our Centre.

The following procedures have been implemented to facilitate parent involvement: -

1. Parent interviews upon enrolment.
2. A policy handbook will be given to each parent.
3. Orientation Program to settle parents/child into the centre.
4. National Quality Standards - Continuous Improvement Plan meetings.

5. Information will be given to each parent with an eligible child attending Kindergarten within the Centre detailing our Learning Curriculum and the centres' philosophy and objectives; Interviews throughout the year regarding the children's progress will be organised. Transition reports to school will be written and forwarded to parents and schools following parent input and authorisation.
6. A quarterly newsletter, with regular updates will be circulated to all parents which are intended as a vehicle for sharing ideas, interests and information. Through these parents will be informed of any issues, children's interest and intentional teaching that have been covered in our learning curriculum, important dates and up and coming events. Information between these dates will be addressed in the form of newsflashes and door notices.
7. A daily record chart and daily reflections are documented in each child room and on a communication board. This includes such information as feeding, eating, sleeping, nappy changes, medication given and general comments about the children's day.
8. Each childcare room keeps a portfolio of child's learning. A portfolio will be created throughout the year which will document your child learning and developmental journey with us. We must stress that as part of our confidentiality of records policy you are only permitted to view your own child's information and work. The only exception to this rule is if we have written permission granted by the parent/guardian of that child. Included in the file is also an area for parent input following our analysis of your child's learning. We hope you enjoy the continual information and artwork provided in your child's portfolio and we look forward to working with you throughout the year. To ensure that the connection between home and childcare is as strong as possible, we have designed a section of this document for all of our families to complete and return to the centre.
9. In the foyer there is a breadth of information for parents about the Centre policies, procedures, happenings, workshops and all-important information to parents. The weekly menu is also displayed here.
10. Parents requests to provide the Centre with updated information on home, business addresses, phone numbers, nominated emergency contacts, vaccinations and medical information including allergies and asthma.
11. Educators on an ongoing basis observe the children and record their observation on each child. Appointments can be made for parents to discuss their child's learning and developmental progress.
12. The centre aims to hold parent/staff/children's events during each year. These may include special morning/afternoon teas, celebration concerts, and parent information evenings. Parents will receive information about these events in newsletter and through special invitations in communication pockets or door signage's.
13. Children's birthdays- parents are welcome to come in and share this special time.
14. Whilst parents are encouraged to interact with other children within the centre, the educators have the primary responsibility for their daily needs, safety and wellbeing of the children in their care.

15. Parents with concerns or grievances are welcome to see the manager. We welcome any input that will lead to continuous improvement for the centre.

Your feedback is vital. Please forward any comments via email to tinkabellelc@childcaremartinov.com.au through your room communication books.

Further Reading:

Interactions with Family Policy
Concern & Grievances Policy
Professional & Ethics Policy
Educational Policy

SECTION 8 - ENROLMENT

Parents or guardians are required to complete and sign an enrolment form prior to a child attending the centre. Without completed and certified enrolment forms children will not be admitted to the Centre.

Please complete all details on the form and advise us of at least one emergency contact person, detailing address and telephone number. No child will be released from the centre except to the parent or nominee authorised by the parent.

The Director or certified supervisor on enrolment needs to be informed of any court orders regarding the child that attends the Centre. A copy of the current document is required to be attached to the enrolment form. In addition, all documentation in relation to up to date vaccinations need to be provided. The importance of accurate information regarding your child cannot be stressed enough. It is the parent's responsibility to notify staff in writing. On enrolment you need to provide with the application for enrolment an up to date

- Immunisation Status Certificate
- Birth Certificate
- Medical reason not to be vaccinated
- Catch up schedule if your child has fallen behind in their vaccinations

Following enrolment, you need to provide the centre with up to date information on the following:

- change of an address
- change of phone numbers
- changes to medical condition
- changes in emergency contacts
- changes in medical/illness information.
- Updated vaccination certification.
- Changes in emails
- Changes in parenting arrangements
- Changes in custody orders

Further Reading:

Delivery & Collection of Children Policy
Medication Policy
Interaction with Family Policy

SECTION 9 - CUSTODY

If a child is the subject of a Family Court Order relating to the powers, duties, responsibilities or authorities of any persons in relation to the child or access to the child you need to bring the original court orders for staff to see and copy to attach to your enrolment details.

SECTION 10 ARRIVAL/DEPARTURE

The Centre is open from 7.00 a.m. to 6.30 p.m. Monday to Friday - except for public holidays and Christmas closures.

Staff work to ensure that arrivals and departures to and from the Centre are not only safe and secure for the children, but also a valuable means of exchanging information. Through creating an environment of trust and support, our staff ensures that the transition from home to centre, and centre to home, is always a pleasant and positive experience for you and your child. In regard to arrival and departure times we ask that you or your representative:

- ensure that the attendance records are signed on both arrival and departure.
- Sign and authorize any medication requirements.
- leave your child in the direct care of a staff member.
- let staff know that you are taking your child home.

These procedures are vital in the case of an emergency to ensure there is an accurate record of attendances. It is also a legal requirement under the National Law that they are completed correctly daily.

Children will not be allowed to leave the Centre either on excursions or in the care of other adults without prior written permission from the parents or guardian.

Arrivals and departures, and greetings and farewells, are an important part of the Centre's Day.

You are welcome to spend time with your child both upon arrival and departure from the Centre, keep goodbyes brief for children, and ring to notify staff if your child's arrival and departure times are going to be varied dramatically at any time. In addition to this we wish to draw your attention to the following:

Only authorized adults may collect children – ensure they are listed on the Enrolment Form

No child will be released from the Centre except to the parent or nominee authorised by the parent. If a change occurs during the day in regard to the collecting person, staff at the Centre needs to be advised. In this case the person picking up the child must show identification such as a licence, before the child will be released.

Both parents, unless a Magistrates court or Family Law Court make different orders, have lawful authority of their children, and are consequently permitted to remove children from the Centre's care. Our staff always endeavours to be available and responsive to parents and children's needs at these times.

Parents should be aware that frequent late arrival at night places significant stress on the children and staff, who also have families to go home to. Staff should not be required to work overtime caring for children outside of the centres stated operational hours. **Arrangements MUST be made to have children collected no later than 6.30p.m.** We do however understand that everyone has emergency delays; in this situation, please notify the centre as soon as possible.

Late fees will be charged at the discretion of management. (\$10.00 FOR EVERY FIVE MINUTES) After 6.30 p.m. and one hour has elapsed, if no contact can be established with the parent or guardian, or an emergency contact person, the Child Care Protection Unit will be called to make the appropriate arrangements for your child.

If your child is to be absent for any reason, please notify the manager either the day before or by 9.00 a.m.

Further Reading:

Enrolment & Orientation Policy

Delivery & Collection of Children Policy

SECTION 11 - ORIENTATION

The introduction into **long** day care can be difficult for children and parents. Children's welfare and happiness are the priority for staff when welcoming new children to the centre and when assisting the family to settle into the centre environment. It is recognized that family's needs will vary greatly in the orientation process and individual needs will be met as best is possible.

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

1. Make sure you familiarize your child with the environment and the people in the environment
2. (Children and adults) by coming in for visits before commencing care.
3. Ease your child into care with short stays to begin with.
4. Provide a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
5. If your child is unsettled, short visits with you helps your child to gain trust with an unfamiliar environment. These visits can be made on a day when your child is not booked to attend.
6. Interactions between staff and parents or staff and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
7. Try to talk at home about child care. Mention the names of the staff and other children. Talk about the things the child will be able to do at child care that are fun and enjoyable.
8. Talk to the staff about your child, for example, what they like to do; successful ways of settling them to sleep; foods they like/ dislike and allergy. This helps staff to get to know your child and will provide us with all the necessary information for their wellbeing.

9. When leaving your child it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes, if a child is upset, only confuses them.
10. Reassure your child that everything is alright and you will return later, this can help them to settle, it sometimes helps to establish a routine when leaving. For example, giving your child a cuddle and giving them to a staff member or sitting down with them for a short play or reading a book together then leaving.
11. At first some children protest strongly while others may take a day or two to realize that you are leaving them and begin to protest after several days. Children soon learn that you do return and in the mean time they are well cared for.
12. Parents should not hesitate to ring during the day to see how their child is coping.
13. Leaflets and booklets are available at the centre on how to prepare the child and what to expect.

To assist us to improve our communication and orientation procedures could you please evaluate our orientation process and return the feedback through our questionnaire attached to the enrolment form. Thank you in anticipation.

Further Reading:

Enrolment & Orientation Policy

Interaction with Family Policy

SECTION 12 – HEALTH & SAFETY

The objective of this policy is to ensure compliance with The Education and Care Services National Regulations, 2011, R168 and Part 4.2, Divisions 2 – 4, which sets out the requirements for health and safety policies and practices in relation to incident, injury, trauma and illness.

Ensuring the health, safety and wellbeing of children, employees, and visitors is a legal and ethical responsibility of our centre. Health and safety policies and procedures are designed to minimize potential risk to all individuals who attend the service. The potential for incident, injury, trauma and illness can be reduced when policies and procedures are in place which guides decision-making and best practice.

While health and safety policies and procedures will not eliminate unforeseen events they will reduce the potential risk and provide a framework for the management of incident, injury, trauma and illness as and when they occur.

Young children not yet have the developmental skills and knowledge to anticipate danger or consider the consequences of their actions – this makes them particularly vulnerable to injury which can only be minimized by vigilant supervision and policies and procedures that take into account children's development.

Health and safety policies and procedures also communicate the centre's commitment to ensuring, as far as possible the health, safety and wellbeing of all individuals engaged in the service.

Compliance with health and safety policies:

As a condition of employment all employees of our centres must:

- be familiar with and follow all health and safety policies and procedures.
- receive induction training to familiarize themselves with health and safety policies.
- undertake annual in-house training to refresh their knowledge and understanding of the centre's health and safety policies.

Employees who intentionally breach our centre's health and safety policies which puts the health, safety and wellbeing of children, employees and visitors at risk will be required to undertake corrective training or, if the breach has resulted in serious injury to others be asked to show cause why their employment should not be immediately terminated.

Further Reading

The management of incident, injury, trauma and illness encompasses a significant number of procedures which are addressed in the following Health and Safety policies:

Supervision

Administration of Medications Anaphylaxis

and Asthma Management Child Protection

Policy & Procedures Emergency Evacuation

Lockdown Death of a Child

First Aid Kits

First Aid Training (including Anaphylaxis and Asthma) Food

Safety

Immunization Medical

Conditions

Minimization and Management of Infectious Disease

Occupational Health and Safety

Sun Protection

Telephone and Communication Water

Safety

SECTION 13 - SUPERVISION

Our educators act to protect each child wellbeing health and safety. Our centre is to ensure compliance with the Education and Care Services National Regulations, 2011. Ensuring the correct staff/child ratios for long day care and that adequate supervision and security occurs at all times. All staff must be caring for and educating children in order to be counted as part of the child to educator's ratios.

Effective supervision is critical to the safety of children. The centre design has prioritized visual supervision. Only suitably qualified, experienced and competent educators are employed, and meaningful communication between educators and parents ensures the children's wellbeing

It is of extreme importance that quality and safety of care is provided for children at all times

and that an appropriate level of supervision and security is always maintained.

Ratios

The following staff/child ratios will be complied with at all times.

- 0 to 3 years – 1 educator to every 4 children, (or part thereof)
- 3 to 5 years – 1 educator for every 11 children (or part thereof)
- 50 % of staff to be qualified or working towards their qualifications.

Important Note

For excursion ratios refer to Excursion Policy

When there is vertical age grouping the ratio is 1 educator to 4 children.

Students and volunteers are not included in the above ratios.

Supervision

- The design and layout of the Centre, including the entrance, perimeter fence and gates, have been approved under the Building Code of Australia and meet all other regulatory requirements. They enable visual supervision of children at all times without compromising the children's dignity and rights.
- Educators conduct daily safety checks of the building, equipment and general environment, and take any corrective actions necessary (e.g. remove unsafe item) and /or inform the Nominated Supervisor of any matter requiring attention so that a risk assessment can be undertaken).
- Where the design of play areas makes supervision difficult equipment and furniture must be moved
- Mirrors to be installed in blind corners
- All educators employed at the Centre possess qualifications which meet or exceed the regulations (e.g. academic, first aid, CPR, asthma and anaphylaxis, working with children check)
- Educator-to-child ratios comply with regulatory requirements at all times. Educators under 18 years are always supervised. Students and volunteers are never alone with an individual child or group of children.
- Children are effectively supervised at all times. The supervision takes into account the number of children, their ages and abilities, the group composition and dynamics, the area of play, and the activity (e.g. water play). Educators are actively involved in children's play so can anticipate hazardous situations and to respond to children who become distressed for any reason. Educators inform other team members if they need to leave the area for any reason (e.g. collect a resource, go to the bathroom). Educators' rest pauses are taken when it is safe to do so.

- During team & quality improvement standards meetings, management, staff and educators discuss each other's experience, knowledge and skills, and the need to support one another to ensure that children are effectively supervised especially during shift changes. Additional educators are employed if the Nominated Supervisor deems it necessary for effective supervision.
- The Centre has systems which ensure that all children are accounted for at all times. However, in the unlikely event that a child cannot be accounted for, the Nominated Supervisor is notified immediately.
- Any excursions or routine outing is conducted according to the Centre's *Excursion Policy*. A detailed assessment, including a visit to the proposed site where possible is conducted and documented, and the result communicated to parents before seeking written parental permission. Only those children who have written permission are included in the excursion. Educator-to-child ratios are maintained, and include educators with current first-aid and CPR qualifications, and asthma and anaphylaxis training.
- On arrival each day, parents are asked to communicate any information about their child that will assist the educators to ensure their child's wellbeing and to support consistency between the child's experiences at home and at the Centre. For the same reasons, parents collecting their child are encouraged to ask educators about their child's day.
- Every child in care in the Centre is signed in on arrival, and signed out on departure. On arrival and departure the accompanying adult must print their full name, enter the time and sign the Attendance Record Sheet. Educators check this sheet once the majority of children have arrived and note any children who are present but not signed in.
- In the event of an emergency evacuation or lockdown, the Attendance Record Sheet is used to ensure all children at the Centre are accounted for.
- A child is only released into the care of a parent or an authorized nominee listed in the enrolment form, or to an adult who has been given written authorization by the parent or authorized nominee. Photo ID is necessary. In the event of an adult without photo ID seeking to collect a child, the Nominated Supervisor will contact the child's parents to confirm the person's identity (e.g. by asking the parent who is collecting their child today, and asking them to describe the person). Educators have access to the details of all people authorised to collect children. These details are updated annually or at any time a parent provides new information.
- A child is never released to anyone under the age of 16.
- Families need to provide the Centre with a copy of any court orders, parenting orders and parenting plans relating to their child or to access to the child. These are kept on the child's file, and immediately accessible.
- All visitors are to complete the Students, Volunteers & Visitors Sign-in Sheet. Details to be provided are the date, printed name, address and telephone number, brief reason for visiting, time in and time out, and to sign. All staff signs the time book.

- Sleeping children are supervised in accordance with the Centre's *Rest and Sleep Policy*. Sleeping children are always within sight and hearing distance of an educator. Unwell children are checked more frequently.
- Educators follow the Centre's Nappy Change Procedure when changing nappies. Physical contact is always maintained when a child is on the change table.
- At the end of each day, educators check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the Centre closes. In the unlikely event of a child being mistakenly locked in the Centre, the Regulatory Authority would be notified within 24 hours.

Security

Security is high priority within the Centre; we rely on parents or guardians to assist with the measures we have put in place.

The following procedures have been put into place:-

- We have a security system with an encoded pin number installed on the door leading into the Centre.
- On enrolling your child into the Centre our manager will provide you with the pin number for you and your family's use.
- A bell is installed for visitors to the Centre, or friends and relatives who may drop off or pick up your child from time to time.
- All unfamiliar people who arrive to pick-up children from the Centre are always asked to provide photo ID, and have their names checked on the emergency contact list you have provided for us of people who are authorized to pick up your child.
- Please make sure that this list is maintained up to date.

Further Reading

*Supervision Policy Rest
& Sleep Policy
Education & Care Services Regulations Nappy
Change & Toileting Procedures Visitors Sign In
Procedures
Delivery and Collection of Children Policy Educator
Professionalism and Ethics Policy Evacuation and
Lockdown Policy Excursion Policy
Incident, Injury, Trauma and Illness Policy
Interactions with Children Policy
Sleep and Rest Policy
Students, Volunteers and Visitors Policy Staffing
Policy*

SECTION 14- DANGEROUS PRODUCTS.PLANTS, VERMIN, OBJECTS

Young children have limited understanding of the potential dangers of products, plants and objects in the environment. With this in mind, the Centre follows the recommendations and guidelines from recognized health and safety authorities regarding the handling, labelling, storage and use of these items to minimize any risk to children's safety while they are at the Centre.

The centre promotes Occupational Health and Safety, and has identified hazards to minimize risk. Our building and maintenance issues are addressed on an ongoing basis; all hazards are identified and reported to management for immediate action. Applies inspection checklists, and has implemented control factors to monitor and review its procedures. Information is sourced from recognized child safety authorities on an ongoing basis for staff and parent information

Management supports ongoing professional development and is committed to maintaining up to date qualifications and staff training.

Strategies and Practices

- During their orientation, all staff is made aware of the need to strictly adhere to the contents of this Policy, and the Policy is discussed during team meetings, at staff appraisals and as and when required.
- The Centre maintains an up-to-date list of all chemicals and cleaning agents used in the Centre. Material Safety Data Sheets (MSDS), together with any additional first-aid instructions required, are maintained for each item, and kept wherever potentially hazardous materials are stored in the Centre. The MSDS are filed in a way that staff can readily retrieve the information in an emergency. In such emergency, staff follows the procedures detailed on the MSDS. In addition, staff seeks advice from the Poisons Information Centre whose number is posted beside the Centre telephone.
- All potentially hazardous materials are kept in locked child-proof cupboards and, wherever possible, beyond the reach of children, when not being used. Only frequently used items are stored in the rooms that children access.
- Clear warning signs are displayed wherever potentially hazardous materials are stored. As part of the program, educators discuss with the children various safety issues relating to hazardous materials, poisonous plants and other dangers such as vermin.
- Wherever possible, hazardous products are kept in their original labelled container. When decanted, the alternative container is clearly labelled with the product name as written on the supplier's label, and the date of decanting. Staff checks all labels regularly for legibility.
- When using any hazardous products, all staff follows the instructions on the labels. Staff members who cannot understand the instructions seek guidance from other staff.

- Hazardous products and chemicals are disposed of in strict accordance with the instructions on the labels.
- Staff conducts daily safety checks of the building and outdoor plays areas for foreign objects, vermin, sharps, and possible harmful plants or damaged equipment.
- The Centre is treated by a licensed pest controller when necessary.
- The Centre's *Administration of Medication Policy* contains guidelines for parents when bringing medications into the Centre, and for the staff handling and storing these medications.
- Any item brought into the Centre is checked by educators to ensure it does not pose any danger to children, and any identified risk discussed with the family to ensure they are aware of the danger and why the item cannot be left at the Centre.
- Safety plugs are fitted to all power points. Electrical appliances are inaccessible to children. All electrical appliances are appropriately 'tested and tagged' annually.
- Poisonous and hazardous plants are identified and action taken in accordance with advice from the Poisons Information Centre (Telephone 13 11 26). Educators intentionally teach children of the danger posed by these plants
- In the event of a sharp/dangerous object such as razor or knife blade or broken glass being found at the Centre, the item is disposed of in the Sharps Disposal Container.
- The overall issue of Health & Safety is obviously an important one dealing with young children. To this end all medication, detergents, cleaning products, and other potentially dangerous products, will be clearly labelled with HAZCHEM signs and are stored in labelled cupboards well out of reach of children
- Hazard Product Safety Data Sheets are maintained for each product stored at the centre.
- Staff conduct daily safety checks of the building and outdoor plays areas for foreign objects, vermin, sharps, and possible harmful plants or damaged equipment.
- Staff are trained through our Food Safety Program on the importance of Safe Chemical Storage and use. The centre will have systematic procedures for daily safety checks.
- The centre uses neutral detergents to wash away germs, disinfectant and sanitizers will be used in special areas such as nappy change areas and the kitchen to ensure all germs are killed to minimize the spread of infection.
- Colour-coded sponges will be used in each area and washed daily. Gloves are used for cleaning and changing nappies. Staff are trained in hygiene and occupational health and safety.
- The Centre is treated by a pest controller when necessary.

- Safety plugs are fitted to all power points. Electrical appliances are inaccessible to children. All electrical appliances are appropriately ‘tested and tagged’ annually.
- Poisonous and hazardous plants are identified and action taken in accordance with advice from the Poisons Information Centre (Telephone 13 11 26). Educators intentionally teach children of the danger posed by these plants, vermin and dangerous products.
- During their orientation, all staff are made aware of the need to strictly adhere to the contents of this policy, and will also be discussed during team meetings, at staff appraisals and as and when required.
- First –aid training is a part of our ongoing professional development for staff.

Further Reading

Dangerous Products, Plants, Vermin & Objects Policy

Administration of Medicine Policy

Cleaning Policy

Safe Play Spaces Policy

Supervision Policy

SECTION 15 - EMERGENCY EVACUATION & LOCKDOWN

The centre is to have a written plan for Fire, Emergency Evacuations that is practiced regularly by staff, children and visitors on the premises at the time. They are designed to ensure the swift, safe and calm evacuation of all children, staff, families and visitors. Evacuations are rehearsed regularly so that educators and children are confident in knowing what to do. The Centre has lockdown procedures in response to any critical incident or foreseeable threat of harm to staff, children or visitors.

In order to ensure the maximum safety in an emergency situation, all staff must know and understand the emergency procedures. To be effective, staff, children and visitors must practice these processes and evaluate their effectiveness looking for improvement continually.

Strategies and Practices

All staff will have an induction upon commencement of employment at the centre that includes information about workplace health and safety obligations and responsibilities, emergency evacuation procedures and awareness of location of fire fighting equipment and panic alarms systems. Compliance with policy procedures and standards in relation to the National Law, Regulations and the National Quality outcomes and the Victorian Framework. The centre has written evacuation plan which is displayed in each room for all staff and families to be familiar with. The evacuation process will be practiced at least quarterly, on different days and at different times. The evacuation process is evaluated for effectiveness each time and improvements made as necessary.

Other emergencies could include bomb threat, protective assistance, environmental and outside hazards such as traffic road accidents.

The centre has written plans for these emergencies that are accessible and understood by staff. These plans include evacuation plus emergency equipment to take with the group (mobile phone, first aid kit)

Emergency procedures are discussed at staff meetings and formally documented. Feedback to parents will be either verbally, or in written format through emails, newsletters or notices within the centre.

A copy of the "Standard Fire Orders" is displayed near the Fire Extinguisher which is regularly checked by the Fire Brigade. The centre Emergency Procedure Handbook is readily available to all parents and staff. Emphasis is placed on training to ensure staff can work professionally to care for the child in the case of an accident or crises.

In compliance with Victorian and National Regulations and Law staff holds current first aid qualifications, and are trained in asthma management and anaphylaxis.

Further Reading:

Emergency & Lockdown Policy & Procedures Standard
Fire Orders
Educators Professionalism & Ethics First
Aid Policy
Recruitment Policy
Students, Volunteers and Visitors Policy Sun
Protection Policy
Tobacco, Drug and Alcohol Free Environment Policy
Transportation Policy
Water Policy
Health & Safety Policy

SECTION 16 - FOOD, NUTRITION, HYGIENE, DENTAL

Food & Nutrition

Meals and snacks are prepared each day on our premises by our Cook, who places much emphasis on using fresh wholesome ingredients, providing a varied and nutritionally balanced menu, and maintaining the highest standard of cleanliness and hygiene at all times.

Our Cook has extensive experience in planning, preparing and cooking meals and snacks for young children, is reflected in the interesting and nutritionally balanced menu that is prepared each week. Meals are prepared and cooked daily using fresh and healthy ingredients, and are kept interesting through various cooking methods. New foods and tastes are planned for and introduced and special requests for family favourites are always welcomed. Children at our centre are exposed to a variety of food which reflects a wide range of cultural backgrounds. The children eat at their own paces in a relaxed, non pressured atmosphere.

Our centre's attention to detail is not limited to the presentation of meals. The total meal time experience for your child is planned for carefully, and with flair. Staff in each of our rooms prepare for meal time, adding finishing touches such as decorated tables, handmade named placemats, flowers to ensure that your child enjoys the atmosphere of dining with friends.

As well as being an appropriate time for meeting your child's physical needs for food and drink, meal time and snack time at the centre is also a time for socializing, learning and exploring. Importantly, these daily routine activities provide opportunities for the children and staff to enjoy each other's company, and to build on and explore the children's developing relationships with their peers and caregivers, and their growing social awareness.

Our menu is displayed in the foyer on an Information Board and changed weekly; the menu is designed to provide a well balanced and nutritious diet which reflects seasonal changes and available fresh produce.

Your child will be served breakfast which consists of milk, cereal and toast, morning tea which consist of fresh fruit and milk and a hot lunch. Afternoon tea consists of home baked biscuits, muffins, cakes, scones, desserts or a meat, cheese and fruit platter. Water is always offered to the children throughout the day - each child is supplied with their own labelled drink bottle. We also provide a late afternoon tea if your child is in attendance at the centre after 5.30 pm.

Sometimes your child will be served morning or afternoon tea at a table, while at other times snacks are taken more informally as picnics on mats inside or outside, depending on the weather. Children with bottles: for formula/breast fed babies we request that you bring clearly labelled and prepared bottles with you each day and place them in the fridge. Bottles are sterilised at our centre using the Milton method.

We celebrate each child's birthday with a party. We invite parents to bring in a cake that can be shared by all the children in their room. Please supply a list of ingredients so that we can monitor all children's allergies.

If it is possible, we would love to have Mum and Dad along too. If not, feel free to bring along your camera and the staff will take some photographs for you.

Could parents please notify the Centre on enrolment if your child is on a special diet or have any food allergies/EPI PEN. A list is kept in our Food Safety Plan, and a photo board in the kitchen and each childcare room outlining the child's special dietary needs.

Food Handling

Our cook has completed a Food Handler's Course and our staff are internally trained to comply with our food safety standards. Our kitchen is registered commercially with the local Government. Our centre is assessed and audited annually and represents the highest rating (excellent) in food hygiene assessment system based on food safety best practises. Our aim is to provide high quality care, producing food that is safe, tasty and nutritious. We aim to do this in a friendly, hygienic manner that is enjoyed by both the children and staff. Management have agreed to comply with the standards set out in the Food Safety Plan, to update changes in legislation and to take the appropriate steps to ensure the safety of all food products.

Hygiene

Consistent with our approach to provide high quality care, we have put in place strict hygiene practices that are followed by all staff members to reduce the incidence of infection. The premises are maintained in a clean, safe and hygienic state. A cleaning schedule is implemented and followed daily/weekly/monthly in accordance with our Food Safety Plan to identify cleaning and maintenance.

Dental Care

Our well balanced nutritious meals, snacks and drinks are provided throughout the day. Dental care is ensured by offering all children water after their main meal, fruit at either

morning tea, lunch or afternoon tea and late snack, which in turn promotes healthy teeth. Staff promotes dental care to your child through their daily communications at mealtimes and appropriate planned discussions on keeping our teeth healthy. Information is sourced from recognized health authorities for children, staff and parents benefit.

Further Reading:

*Dental Health Policy & Procedures Food
Safety Program
Educational Program Policy Enrolment
and Orientation Policy Hand washing
Policy
Interactions with Children Policy
Nutrition, Food and Beverages Policy
Medical Conditions Policy*

SECTION 17 – MINIMISATION OF INFECTIOUS DISEASES & VACCINATIONS

Our centre has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service's operation. Parents should note that exposure to various infectious diseases are always possible at any centre, kindergarten or school. For the protection of all children we follow the guidelines set by the National Health and Medical Research Council June 1992 and recommended minimum periods of exclusion for children suffering any contagious diseases. Parents will be notified of any occurrences within the centre. Cases of notifiable infectious diseases will be referred to the Communicable Unit, Victorian Government Department of Human Services.

Strategies and Practices

Immunisation

In an effort to improve childhood immunization rate, the Victorian Government has amended the Public Health and Wellbeing Act 2008. The amendments mean that early childhood education and care services cannot confirm enrolment of a child unless parents/cares provide documentation that the child is fully vaccinated for their age or is on a recognized catch up schedule if their child has fallen behind or has medical reasons not to be vaccinated. Conscientious objection to vaccinate is no longer an exemption. Under the new law our centre needs to assess the documentation to determine if the Childs vaccination status complies with these requirements. The child cannot attend this centre until acceptable documentation is provided. A most recent Immunization history statement can be downloaded from the ACIR national register which is administrated by Medicare - My Gov website records details of vaccinations given to children in Australia. Visit: www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register and use the requesting a statement link under the Existing customer tab and immunization history statement heading.

We will ensure that our centre promotes the benefits of immunization for all children in attendance to reduce the spread of vaccine preventable diseases. Encourage our staff to undertake regular and appropriate immunization to reduce the spread of vaccine preventable

diseases and to promote positive role modelling within our community.

Illness and Infectious Diseases

Illness and infection in early childhood is a normal occurrence as children under the age of 5 have typically lower resistance to infection and communicable diseases. When your child starts child care their immunity may be low, and as a result they may be more susceptible to colds and infectious diseases. Be assured that this is common, and before long they will become more resilient with the passage of time. Our centre believes that preventing illness and infection is a shared responsibility between the centre and the home environment. We recognize the pressures placed upon working families to balance the demands of employment with the requirements for responsible parenting, however, the health and welfare of all persons within our centre is of paramount concern to our daily operations and is central to our policies and procedures. We understand that elimination of all infection and illness is not possible, but take our responsibility to reduce occurrences seriously.

Hygiene

Ensure that all individuals within our Centre practice and/or are encouraged to practice basic hygiene procedures. Include positive hygiene information and practice in our daily routines and within programming to develop children's understanding of and proficiency in good hygiene practice. Ensure that our staff consistently model best practice hygiene for children to learn.

We also ask you to play an active role in minimizing the spread of illnesses in the centre by ensuring that you notify us when your child is ill, or diagnosed as having an infectious disease, and by keeping your child at home until they are well, and all periods of exclusion are adhered to.

Your consideration regarding all such health matters will contribute immensely to the maintenance of a healthy environment for all of the children and adults within the Centre.

Where a child becomes ill/infectious or has a serious accident at the centre we will first make sure the child feels as comfortable as possible. If we then feel that the child is too ill/infectious to stay at the centre or needs medical attention we will contact the parents or emergency telephone number as soon as possible. Parents are requested to pick up their child within an hour of being notified. In the case of an emergency an ambulance or other appropriate transport will be arranged without delay.

Common Cold

Children with a common cold are not excluded from care under government guidelines, however if a child has a high temperature or shows evidence of infectious discharge from the nose they should not attend the centre, we believe that a sick child recovers best in the comfort of their own home.

Parents are requested to keep their child away until the child has fully recovered. If the child is unwell and excluded from care a medical certificate must be provided to ensure childcare cash benefit is continually paid during the period of absence.

Authorisation of Medication

If the child must attend the Centre, please ensure staff is aware of the illness and any treatment that the child is having. Medication requires written permission - The Medication Consent Book must be signed by the parent or guardian, and medication given will be signed for and administered by a senior staff member.

All medication must be kept in its original container bearing the original label stating the child's name, dosages required, and use by date.

It is expected that the parents will communicate openly and regularly with staff about their children's health for the comfort and well being of all children in our Centre.

On enrolment parents may provide the centre a letter of authorisation to administer nappy and allergy creams and medications.

Administering Of Paracetamol

Staff will administer one dosage of paracetamol in the event of your child's temperature rising above 37 C. Staff will make contact with the parents/guardian or emergency contact to inform you that paracetamol is being administered and discuss at the time further actions to take in the event that the temperature does not subside within an appropriate time frame.

On enrolment parents may provide the centre a letter of authorisation to administer paracetamol if a child's temperature rises above 37.C.

Illness/ Accident Records

All information relating to an accident or an illness will be recorded in the Centre's Register for this purpose. Parents are required to sign this form on collecting their child to acknowledge that staff has informed them of the signs and systems displayed, treatment given and exclusion recommendations or requirements.

Exclude from Attendance

Any child or staff member suffering from;

- Temperature higher than 38.7°
- Sticky or encrusted eyes
- Diarrhoea or vomiting
- Infectious disease or skin infection
- Unidentified rash
- thick, yellow/green discharge from the nose
- NON IMMUNISATION- excluded from care during the outbreak of infectious disease
- In the opinion of the manager children unfit to cope with normal daily activities at the Centre.

Doctor

Every Monday morning a doctor visits our centre. Parents who wish their child to be examined or vaccinated need to sign and date an authorisation request and sign a bulk-billing statement by 9.00am Monday Morning.

Further Reading:

Administration of Medicines Policy
Food Preparation Storage & Handling Policy Head
Lice Policy
Hand washing Policy Interactions
with Children Policy Enrolment
and Orientation Policy
Incident, Injury, Trauma and Illness Policy
Interactions with Families Policy

SECTION 18- ASTHMA

To inform all relevant employees, families and children who access the centre of the correct policy requirements to follow to provide an environment which asthma is managed safely and children are given the best possible care. To ensure staff are trained in asthma management

Asthma is a chronic health condition affecting 1 in 4 children. It is the most common cause of school absenteeism and is the major cause of childhood admission to hospital. While an average of four people die in Victoria each week from asthma, many of these deaths are deemed preventable. Community education and correct management will assist in minimising the impact of asthma.

It is generally accepted that children under the age of 6 do not have the skills and ability to recognize and manage their own asthma effectively. With this in mind, management recognizes the need to educate the staff and parents/guardians about asthma and to promote responsible asthma management strategies.

All parents/guardians as part of the enrolment procedure, prior to their child's attendance at the centre, whether the child has diagnosed asthma will be required to document this information on the child's enrolment form. The staff, together with the parents/guardians of a child with asthma, will discuss and agree on a plan of action for the emergency treatment. This plan will be included on, or attached to, the child's Asthma Record. Staff as a part of their ongoing professional training staff will be trained in Emergency Asthma Management through Asthma Victoria accredited courses.

Strategies and Practices

The Centre is committed to:

Raising awareness about asthma among the staff, parents/guardians of children attending the centre and any others dealing with children at the centre.

Providing a safe and healthy environment for all children enrolled at the centre.

Providing an environment in which all children with asthma can participate in order to realise their full potential.

Providing a clear set of guidelines and expectations to be followed about the management of asthma.

The aim of our policy is:

For all children enrolled at the centre who have asthma to receive appropriate attention as required.

To respond to the needs of children who have not been diagnosed with asthma and who have an attack at the service.

The centre has on display an Asthma Victoria poster of the- ***4 Step Asthma First Aid Plan***. Regularly maintains any asthma component of the First Aid Kit, to ensure all medications are current and any asthma equipment is clean and ready for use.

Ensure the asthma component is included in the First Aid Kit (bum bag) taken on any excursions.

Consult with the parent/guardians of children with asthma, in relation to the health and safety of their child and the supervised management of the child's asthma.

Identify and, where possible, minimise asthma triggers as defined in the definition section of the policy.

Promptly communicate any concerns to parents if it is considered that a child's asthma is limiting his/her ability to participate fully in all activities.

Where necessary, modify activities for the child with asthma in accordance with their current needs.

Administer all regular prescribed asthma medication in accordance with the Medication Book.

Discuss with the parent/guardian the requirements of the Medication Book and what is needed for their child.

Parents/guardians of a child with asthma

Inform staff, either on enrolment or on initial diagnosis, that their child has a history of asthma.

Provide all relevant information regarding the child's asthma via the Asthma Record on enrolment.

Notify the staff, in writing, of any changes to the information they entered on the Asthma Record during the year, if this occurs.

Provide an adequate supply of appropriate asthma medication and equipment (*e.g.* reliever/spacer) for their child at all times.

Enter the required information in the Medication Book at the beginning of day the child attends.

Communicate all relevant information and concerns to staff as the need arises. (E.g. if asthma symptoms were present the previous night).

Consult with the staff, in relation to the health and safety of their child and the supervised management of the child's asthma.

Further Reading:

Asthma Policy

Administration of Medication Policy Procedures

Death of a Child Policy

Interaction with Children Policy

SECTION 19 - REST & SLEEP

It is the policy of the Centre to implement a rest/sleep time period throughout the day for all children. Effective rest and sleep strategies are important factors in ensuring every child feels secure and safe.

If a family's beliefs and practices are in conflict with Red Nose Formerly (SIDS & Kids), then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.

Children experience very active days at the centre, therefore, we believe that all children benefit from a sleep or rest during the day. Each room has its own routine in regards to rest time

Strategies and Practices

The routine is flexible to accommodate individual needs; children will be required to rest or have a quiet period, not all children need to sleep.

Your child's sleep routine at the centre is developed with your help, to compliment your home routine. Any requests you may have, such as limiting sleep times or additional rest times, will be actively, and happily, followed through by our staff. Babies have their own sleep patterns which we are guided by. Each individual infant's routines will be respected and staff will demonstrate this by providing a "home like" environment. Security items are encouraged and given to children at rest time. The room is darkened, soothing music played and staff positions themselves with the children to give support to relaxation and sleep whilst encouraging independence.

All bed linen is supplied and washed by the centre; staff are aware and practice safe sleeping procedures in relation to Red Nose. Your child will never be forced to sleep, but encouraged to either rest by reading, or to play quietly on a mattress. Our rooms are always set up with soothing music and quiet activities for children who do not require a formal sleep or rest time.

Arrangements for quiet time for each child and sleeping patterns requirements need to be discussed in consultation with the parents during enrolment or orientation.

Where parents request that their child not sleep a quiet rest in a suitable area will be provided

The Centre will at all times, adopt safety standards pertaining to children's cots.

No pillows or bumpers will be used and cot bars will be spaced in line with current requirements.

Children who use cots will be put into their cot as directed by the safety standards based on information relevant to Red Nose.

The sleep/rest time policy will be evaluated, in line with current children's safety information and Red Nose policies.

Children will be supervised and be free from hazards. Where changes are needed to be made this will be done to ensure the best practice is maintained along with safety and wellbeing of the children are met at all times.

SECTION 20 - CLOTHING

The clothing children wear while at the Centre influences the quality of their experiences and their learning because clothes can affect their health, safety, comfort, level of independence and ability to play. These issues apply to the clothes children wear to the Centre, the spare clothes they bring, spares provided by the Centre, and to dress-up clothes.

Effective clothing and comfort strategies, including sun protection clothing, are important factors in ensuring a child feels secure and safe at our centre.

We aim to consult with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with clothing and footwear.

The service defines 'comfort' as a state of reassurance, satisfaction, ease, and free from anxiety or pain.

In this service the term 'clothing and footwear' encompasses:

- safe sleepwear;
- sun protective clothing, including hats
- clothing for messy play, including art and craft aprons;
- appropriate clothing for changing weather conditions and temperature of play environments;
- Clothing to facilitate self-help, including role play props and clothing.
- Safe footwear for play experiences such as climbing and running.

Family preferences and values, cultural or otherwise, with regard to clothing are respected and accommodated without compromising children's safety while at the Centre.

Our policy is consistent with recommendations from recognized authorities such as Sun Smart, Red Nose and Kid safe. The Policy also takes into account the range of activities children are involved in at the Centre, the weather, and the need to encourage children's independence and self-help skills.

Clothing should be comfortable and suitable for a busy day of fun, art and outdoor play activities. Staff will monitor the warmth of your child and change clothing accordingly. Each year the children are provided with a clearly labelled suitable hat, sun screen, and a drink bottle for a small fee. In the winter, a coat and hat is to be provided by the families.

Strategies and Practices

The *Clothing Policy* is explained to parents when they enrol their child in the Centre, and their attention is specifically drawn to their responsibilities under this Policy

- The Centre informs families about suitable clothing for their children while at the Centre for safe indoor and outdoor play, sun safety, safe sleep and rest. This information is provided through newsletters, notice boards, information nights, and educator-parent meetings, with special emphasis during change of seasons and unusual weather.
- Educators include in the program planned and spontaneous discussions and experiences about appropriate clothing for weather, seasons, and different types of activities
- Educators ensure children are dressed appropriately throughout the day. This includes some adjustments may need to be made during the day through changes in weather and in the activities children are involved in (e.g. active play, messy play, sleep and rest).
- Educators, students and volunteers are considered to be role models for children and are expected to meet the Centre's dress requirements when at the Centre.
- Parents are asked to label every item of their child's clothing (including spares) brought to the Centre.

When dressing their child for a day at the Centre, parents are also asked to consider:

Sun Protection

Refer to the Centre's *Sun Protection Policy*

Active play

Children need to wear clothes that are non-restrictive, durable and can be easily laundered so that they can participate freely in all of the activities available at the Centre. Such items as: long skirts; hooded jumpers with cords; hats with cords and toggles; and, rubber thongs, crocs, gumboots and other loose footwear are not suitable because they pose safety risks when children are climbing, running and riding bikes.

Weather Conditions

Parents are asked to dress their children according to weather conditions and temperatures and to provide a supply of clothing in their child's bag for possible changes in the weather through the day.

Art and Craft activities / Messy Activities

- Parents are asked to dress their child in clothing that allows participation in messy activities, and can be easily laundered. Good or 'special' clothes are not suitable because children can become distressed if these become marked.
- Children participating in art and craft, clay or water play, cooking or any other form of messy play will be encouraged to wear one of the centre's protective smocks or aprons.

Independence and Self-Help Skills

- Educators encourage children's self-help skills (e.g. taking off and putting on shoes and socks, removing clothing, pulling up clothing after toileting). Routines and 'dressing times' are unhurried and considered to be opportunities for interaction and conversation with children and developing self-help skills.
- In order to facilitate children's self help and independence, parents are asked to dress children in:
 - Clothes they can undo easily and remove quickly for toileting.
 - Clothes with elastic waists are preferred to overalls and to trousers with zips and buttons.
 - Shoes that are easiest to put on, such as those with Velcro clips.

Protective Behaviours and Practices

- Children under the age of three years old are offered assistance when dressing or undressing.
- Children over the age of three are encouraged to dress/undress themselves. Assistance is provided when necessary.
- Children who are capable of dressing/undressing are given the option of privacy

Excursions

- The Centre provides parents with information about suitable clothing for any planned excursion, and parents are asked to dress their child accordingly and also to pack spare clothing suitable for the excursion.

Footwear

- Children are to wear non-slip shoes or sandals that are flexible and provide a good grip. Thongs, clogs, crocs and gumboots are not suitable for running and climbing.

Sleep and Rest

Refer to the Centre's *Sleep and Rest Policy*.

Spare Clothing

- Parents are asked to provide spare clothing for their child. Older children require at least one change of clothes. Younger children require several changes of clothes because accidents are more frequent. Children who are toilet training also need a sufficient number of under pants or training pants.
- The Centre has a supply of spare clothing, consistent with its *Clothing Policy*, to be used when needed. If a child needs to use these clothes, parents are asked to launder and return them as soon as possible.

Soiled Clothing

- Soiled clothing is placed in a plastic bag out of the reach of children. Parents are asked to collect any soiled clothing at the end of each day.

Additional Requirements for Babies

- Parents are asked to supply a disposable nappy for their child to go home in at night.
- Parents are encouraged to dress toddlers in clothes which allow easy nappy changes.

Responsibilities of Parents

- To dress their child in accordance with this Policy.
- To provide spare clothing for their child. Older children require at least one change of clothes. Younger children require several changes of clothes because accidents are more frequent. Children who are toilet training also need a sufficient number of under pants or training pants.
- To label every item of their child's clothing (including spares) brought to the Centre.

Further Reading:

Educator Professionalism, Ethics and Reflection
Enrolment and Orientation Policy
Excursion Policy
Sun Protection Policy
Clothing Policy
Sleep & Rest Policy
Nappy Changes & Toileting Procedures Delivery
& Collection of Children

SECTION 21 - TOILET TRAINING/NAPPY CHANGES

Children develop control of their bladder and bowel between 18 months and 3 years. There is no set time for children to be toilet trained, and this may take months.

Toilet training and nappy change routines will meet individual needs and be positive experiences. High consideration is given to hygiene and safety within the Centre.

Strategies and Practices

Staff encourages the children to become familiar with hygiene practices not only during the event; this is reinforced within our daily program.

During nappy changes our staff interacts with the children through discussion and songs. When a mutual decision has been made to train your child, parents will be asked to bring several changes of clothes.

Consistency in toilet training is important so that the child does not get confused. We would like to see the parents and staff works together at this point for the benefit of your child's development.

The Centre provides a disposable nappy service for the children who require them during the day. Please bring your child in a disposable nappy and leave one at the Centre for your child to go home in. Nappies are included in your daily childcare fee.

It can be confusing for children to use the toilet one day and wear a nappy the next, it is vital that once your child begins toilet learning that they continue to wear underpants and are encouraged to use the toilet.

Signs of interest in toileting may include:

- Understanding of their nappy being wet or dirty.
- Can hold until they go to the toilet.
- Can pull down their own pants.
- A child telling you when they are doing something or have just done it.
- Showing an interest in the toilet / bathroom.
- When the child is able to tell you they need their nappy changed.
- When the child takes an interest in others using the toilet.

Further Reading:

Educator Professionalism, Ethics and Reflection
Enrolment and Orientation Policy
Clothing Policy Sleep & Rest Policy
Nappy Changes & Toileting Procedures

SECTION 22 - SUN PROTECTION

Our centre's are registered members of Cancer Council Victoria's 'Sun smart' Program.

Our Sun Smart policy has been developed to ensure that all children attending the centre are protected from skin damage caused by the harmful UV rays of the sun and have some safe exposure for vitamin D.

A healthy balance between too much and too little ultraviolet (UV) radiation from the sun is Important for health. Too much UV from the sun can cause sunburn, skin damage, eye damage and skin cancer. Australia has one of the highest rates of skin cancer in the world. Two in three Australians will develop some form of skin cancer before they reach the age of 70. Overexposure to UV during childhood and adolescence is known to be a major cause of skin cancer. Too little UV from the sun can lead to vitamin Deficiency. Vitamin D regulates calcium levels in the blood. It is also necessary for the development and maintenance of healthy bones, muscles and teeth. To ensure a healthy balance between too much and too little UV is maintained, sun protection issued from the beginning of September until the end of April/ and whenever the UV Index level reaches 3 and above. From May until August, sun protection is not used unless the UV Index level reaches 3 and above.

Our centre's sun smart policy has been developed to ensure that all children and staff maintain a healthy balance between too little and too much ultraviolet (UV) radiations from the sun.

Strategies and Practices

Our sun protection strategies

All children and staff use a combination of sun protection measures whenever UV Index levels reach 3 and above. Particular care is taken between 10 am and 2pm (11am and 3 pm daylight saving time) when index levels reach their peak during the day.

- Sun protection measures are not used from May until August unless the UV Index level reaches 3 and above.
- Our Sun Smart practices consider the special needs of infants. Babies under 12months are kept out of direct sun.

Managing the physical environment – shade

- The management committee makes sure there is a sufficient number of shelters and trees providing shade in the centre.
- The availability of shade is considered when planning excursions and outdoor activities.
- Children are encouraged to use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

Protective behaviours and practices

Clothing

When outside, children are required to wear loose fitted clothing that covers as much skin as possible. We encourage parents to send children to the centre with tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts and skirts are best. (Please note: Singlet tops do not offer enough protection and are therefore not recommended.)

Hats

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. These will be supplied by the centre at a minimum cost.

Sunglasses (suggested not mandatory)

Children and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard 1067(Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Sunscreen

SPF 30+ (minimum), broad spectrum, water resistant sunscreen is available for staff and children's use. Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours when outdoors.

Role Modelling

Staff acts as role models by

- wearing sun protective hats and clothing when outside
- applying minimum SPF 30+ broad spectrum, water resistant sunscreen
- seeking shade whenever possible

Sharing information about sun protection

- Staff/ parents will be provided with educational material on sun protection and vitamin D
- Teaching about skin and ways to protect skin from the sun will be incorporated into the curriculum and programmed activities.
- The Sun Smart Policy will be reinforced in a positive way through parent newsletter, notice boards and meetings.
- The sun smart policy is reinforced through staff and children's activities and displays.

When enrolling their child, families are:

- Informed of the centre's Sun Smart policy
- Asked to pay for or provide a suitable hat for their child
- Asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. that cover the shoulders, longer style shorts)

- Asked to pay a contribution towards or provide SPF 30+, broad spectrum, water resistant sunscreen for their child.
- Where children have allergies to sunscreen parents must provide their own.
- Required to give permission for staff to apply sunscreen to their child.
- Encouraged to practice Sun Smart behaviours themselves when at the service.

Review

Management and staff monitor and review the effectiveness of the Sun Smart policy every two years and revise the policy when required.

Further Reading:

Clothing Policy

Sun Protection Policy

Health & Safety Policy

Administration of Medication Policy

Excursion Policy

SECTION 23 - ANAPHYLAXIS

Our centre believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The service is committed to providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences. Raising awareness about allergies and anaphylaxis amongst the service community and children in attendance. Actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimization strategies and management strategies for their child. Ensuring each staff member and other relevant adults has adequate knowledge of allergies, anaphylaxis and emergency procedures. Facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

The aim of our policy is to:

1. Minimize the risk of an anaphylactic reaction occurring while the child is in the care of the children's service.
2. Ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an EpiPen.
3. Raise the service community's awareness of anaphylaxis and its management through education and policy implementation.

This policy applies when a child diagnosed as being at risk of anaphylaxis by a qualified medical practitioner is enrolled at the centre. It applies to children enrolled at the centre, their parents/guardians, staff and management. It also applies to other relevant members of the service community, such as volunteers and visiting specialists.

Background and legislation

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, bee or other insect stings, and some medications.

Young children may not be able to express the symptoms of anaphylaxis.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector called an EpiPen.

Management recognizes the importance of all staff responsible for the child/ren at risk of anaphylaxis undertaking training that includes preventative measures to minimize the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an EpiPen.

Staff and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any centre that is open to the general community. Staff should not have a false sense of security that an allergen has been eliminated from the environment. Instead management recognizes the need to adopt a range of procedures and risk minimization strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimize the presence of the allergen in the centre.

An Anaphylaxis action medical management plan must be prepared and signed by a Doctor providing the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode must be provided to the centre. An example of this is the Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

Strategies and Practices

Centre Procedures

Comprehensive training will be provided by an approved allergy nurse educator or other qualified professionals such as doctors or first aid trainers, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practice with an EpiPen trainer, and is reinforced at yearly intervals.

An EpiPen kit is required for all children with an anaphylaxis management plan while they attend the centre. The kits will contain an insulated container, for example an insulated lunch pack containing a current EpiPen, a copy of the child's anaphylaxis action plan, and telephone contact details for the child's parents/guardians, the doctor/medical service and the person to be notified in the event of a reaction if the parent/guardian cannot be contacted. If prescribed an antihistamine may be included in the kit.

No child at risk who has been prescribed an EpiPen is permitted to attend the service or its programs without that EpiPen.

The child at risk of anaphylaxis will eat only that food that is supplied or permitted by the parent/guardian, and does not share food with, or accept other food from any other person.

A staff member will be nominated to be the liaison between parents/guardians of a child at risk of anaphylaxis and management. This person also checks the EpiPen is current, the EpiPen kit is complete and leads staff practice sessions after all staff have undertaken anaphylaxis management training.

We aim to minimize the risk by reducing risks to a child at risk of anaphylaxis by removing, as far as practicable, major sources of the allergen from the centre and developing strategies to help reduce risk of an anaphylactic reaction.

Where food is brought from home to the centre, all parents/guardians will be asked not to send food containing nuts and clearly label ingredients.

Parents are required to notify the staff of any changes to your child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.

Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child.

In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies will not be separated from all children and will be socially included in all activities.

Where this child is very young, provide his/her own high chair to minimize the risk of cross-contamination.

Increase supervision of this child on special occasions such as excursions, incursions or family days.

In relation to other practices at the centre:

Ensure tables and bench tops are washed down after eating.

Ensure hand washing for all children upon arrival at the service, before and after eating.

Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children.

Staff will discuss the use of foods in such activities with parents/guardians of the child and these foods should be consistent with the risk minimization plan.

All children need to be closely supervised at meal and snack times and consume food in specified areas.

To minimize risk children should not 'wander around' the centre with food.

Staff will use non-food rewards, for example stickers, for all children.

The risk minimization plan will inform the centre for food purchases and menu planning.

Food preparation personnel (staff and volunteers) will be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of

food – such as careful cleaning of food preparation areas and utensils.

Further Reading:

Administration of Medication Policy & Procedures Health & Safety Policy
Anaphylaxis Policy
Excursion Policy
Interactions with Families Policy
Educational Program Policy Enrolment & Orientation Policy
Food Preparation, Storage & Handling
Cleaning Policy

SECTION 24 - CHILD PROTECTION

We believe that all children have the right to feel safe and families have the right to expect that their children, whilst in our care be protected from all types of abuse. They have the right to legal and protective intervention and to counselling and treatment services. Intervention should aim to protect the child and to promote their recovery. This policy provides direction to staff in regard to their roles and responsibilities when responding to concerns about child abuse and neglect. The principles and procedures outlined in this policy are in compliance with legislation and guidelines for child protection.

It is our duty of care to notify the regional child protection service when a staff member suspects a situation where a child has suffered or is likely to suffer significant harm from an injury or abuse. We aim to create a child safe and child friendly environment where children feel safe and have fun.

This policy was developed in collaboration with all our employees, volunteers and the children who use our services and their parents. It applies to all employees, volunteers, children and individuals involved in the organization.

Strategies and Practices

- Staff, students and volunteers as role models and follow a code of conduct. Children learn through example and role modelling is an important strategy in teaching children about protective behaviours. The code applies to all staff, educators, students, volunteers and visitors at the centre. All staff must have a working for children check and certified supervisors has been assessed as fit and proper
- Staff will undertake training in recognition and notification of child abuse and neglect and demonstrate a willingness to participate in refresher training as required.
- Complete a working with children check before beginning position within the centre. Staff must be informed that it is a not to notify the centre at any change in the criminal history or police information they have previously provided.
- Be familiar with the possible indicators of child abuse and neglect and recognize that these cannot be considered a comprehensive listing of all harms and behaviours giving rise to child abuse. The policy is explained to all staff, educators and volunteers.

- Understand that each indicator must be considered in the context of other indicators and the child's personal circumstance.
- Be aware of the physical appearance or condition of all children in their care, taking note of any changes in the children (including regression, deterioration or frequency of presentation for assistance).
- Note any changes to a child's behaviour or family circumstances which may be of concern.
- Be particularly aware that children with a disability are at a higher risk of abuse. This can be due to increased vulnerability because of mobility constraints, dependence on others for personal care or for communication.
- Staff will acknowledge that as a culturally diverse society, generalizations cannot be made about child rearing practices and child maltreatment. Individual circumstances must be considered but culture will not be seen as an excuse for child maltreatment.
- Changes to the physical appearance or condition of any child.
- Concerns about a child's behaviour or family circumstances.
- Any interactions observed in the service (adult to adult, adult to child, child to child) which may raise concern.
- Staff who suspect that a child has been experiencing harm or neglect when not at the centre through conversations with children, parents, other siblings or any person which may indicate concern you about what has been happening, what they feel or what they fear. Must be immediately informed to the nominated supervisor
- Staff should in no way attempt to question, prove or judge the information as this can be considered a contamination of evidence.
- Ensure that confidentiality is respected when implementing the procedures in this policy.
- Ensure that any documentation relating to suspected abuse or neglect is stored in a secured locked area and released only to authorized persons.
- Having recognized the indicators of abuse or neglect or having reasonable grounds for concern, staff have a responsibility to protect the child and assist the family by making a notification in accordance with the procedures outlines in this policy. The centre

involves staff, educators and parents when compiling the Risk Management Plan for high risk activities and special events

Further Reading:

Child Protection Policy

Health & Safety Policy

Supervision Policy

Educator Professionalism and Ethics Policy Privacy

and Confidentiality Policy Relationships with

Children Policy

Staffing Policy

Students, Volunteers and Visitors Policy

SECTION 25 – WATER SAFETY

The supervision and safety of children with and around water is of paramount importance. Learning spaces and environments should offer an array of possibilities and connect children with natural materials. Water is one experience that offers children sensory-rich, open-ended experiences that engage children's curiosity and imagination. Children may encounter these resources in the service environment and/or when on excursions. These experiences, especially those conducted with and near water, will be carefully supervised ensuring the safety of children and adults.

Water safety relates to access to water in the building, the playground or on excursions, and also to the availability of drinking water for children. It is imperative that educators remain vigilant in their supervision of children in and around water, and are alert to potential risks in everyday practice in the learning environment. Drowning is a leading cause of death for children in Victoria, with infants and toddlers the group most at risk. Non-fatal drowning incidents can result in permanent brain damage and disability. Knowledge of potential hazards associated with water will assist educators to provide a safe, stimulating environment for children. Drowning hazards include large bodies of water such as swimming pools, rivers, creeks, dams and ponds. Smaller bodies of water, including nappy buckets, water containers, pet water bowls and poor drainage which allow water to collect can also present drowning hazards for young children. Children can drown in as little as a few centimetres of water.

Our centre is committed to providing opportunities for children to explore their natural environment through water play. This Policy outlines the Centre's approach to water safety so that children remain unharmed and healthy and applies at the Centre and during excursions. Safety and supervision of children are the highest priority when children have access to water. The Policy covers hot water, drinking water, hygiene practices with water, and water play. It also includes safe storage of equipment used for water play. This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities at the centre and excursions

Strategies and Practices

- At enrolment, the Centre's *Water Safety Policy* is explained to parents.

- Families are provided with water safety information including water safety in the home and the availability of learn-to-swim programs in the local community.
- Children are closely supervised at all times they are involved in water play or are near water. They are never left alone near water.
- Cardiopulmonary Resuscitation (CPR) posters are displayed prominently throughout the Centre, and where water play is set up.
- Educators intentionally teach children about staying safe in and around water.
- Educators receive continuing professional development in water safety, and specific water safety issues are discussed in team meetings.
- Children have ready access to clean drinking water at all times, and are regularly offered water throughout the day.
- The water in troughs and containers used for water play is kept at safe levels for children, and at weights that educators can move or secure according to WorkSafe Victoria guidelines for safe lifting.
- Children are discouraged from drinking water used in the play activities.
- All water troughs and containers are emptied and hygienically cleaned at the end of each water play activity, allowed to dry thoroughly to prevent the build-up of potentially harmful bacteria such as mould, and then stored in an area inaccessible to children.
- Educators and children wash and dry their hands after each water play activity to reduce the risk of cross-infection.
- Buckets used for cleaning are kept out of children's reach, emptied immediately after each use and stored in an area inaccessible to children.
- The Centre's fences and gates meet regulatory requirements, and educators ensure that items that could be used to scale the fence are kept away from the fence.
- The Nominated Supervisor completes an Excursion Risk Management Plan prior to every excursion. As part of the risk assessment, particular attention is focused upon water safety whenever the excursion is near a body of water, and upon supervision implications.
- Parents are asked to provide a spare set of clothing for their child in the event that the child engages in water play and becomes uncomfortably wet.
- Adults are to consume hot drinks in areas not accessed by children.
- The temperature of hot water accessible to children is maintained at 38 Celsius or below in accordance with the AS 3500.4. Thermostatic valves are tested

Responsibilities of Parents

To provide a spare set of clothing for their child in the event that the child engages in water play and becomes uncomfortably wet.

Further Reading

Enrolment and Orientation Policy

Educational Program Policy Environmental

Sustainability Policy Excursion Policy

Incident, Injury, Trauma and Illness Policy Supervision Policy

Enrolment and Orientation Policy Water Safety Policy

SECTION 26 - EXCURSION, SPECIAL VISITS

To assist children to develop in all aspects of life it is important to give children the opportunity to experience the wider community and environment beyond the centre. We try and organize people or activities which are interesting and enjoyable to children, and are related to the program mobile farm, puppeteers, traffic school, orchestra, fire station, wild life shows, cultural experiences, drama groups, dancing, and music.

For the younger children, visitors to the centre are more appropriate. These are presented by specialist in various areas such as music, dance, cultural and creative arts. It aims to develop specific skills and knowledge in a happy and relaxed atmosphere. Children sing, move, play, create and listen.

All details will be given to parents through a newsletter or our notice boards, and parents are welcome to attend these special events.

Procedures as required by the Children Services Regulations, & Act, which are always strictly followed for excursions.

Staff considers implications for supervision when planning excursions and regularly evaluates and documents the effects of their supervision practices and adjusts their approaches accordingly. Staff continually evaluates supervisory practices after excursions.

No child will be taken out of the Centre by staff without a parent's or guardian's written authorization in relation to the date, proposed destination, method of transport, activities and number of staff to accompany and supervise the children. Parents will be informed of the external excursion prior to the event and permission forms must be completed and returned to staff.

Exception – walks within municipal areas including local schools and organized ongoing events, where parents have signed ongoing permission on enrolment or within a year. Staff will advise you in the daily attendance/communication book if the children have been on a walk and if there are any staff changes to the responsible persons nominated in the permission authorisations.

Further Reading:

Excursion/incursion Policy

SECTION 27 - BEHAVIOUR GUIDANCE

Our centre promotes a positive approach to guiding children's behaviour within an environment that is consistent, supportive and safe for all children. This policy extends across the whole centre giving consistency of expectation in all rooms.

Being sensitive and supportive in helping children develop self-control and learn and practice desirable behaviour is critical to children developing these important life skills. We believe that using consistent and positive strategies to manage behaviour assists children to develop independence and self-discipline. The strategies we use will represent the views of parents, children, and staff and inclusion support agencies.

Strategies and Practices

Our approach to discipline flows directly from that of social development, which gives the children growing responsibility for themselves and their actions. It is based on respect for people, property and the environment.

We believe that each child has the right to express their feelings openly. Children are encouraged to listen and carry out requests during daily play and routines, to show courtesy, common sense and respect for others, the centre's property and their surroundings. The children will have the ability to participate in the decision making, because children have lesser experience and knowledge, they are not expected to take equal responsibility for making all policing decisions.

If a child is hindering or jeopardising the well being of another child or themselves, then we feel that it is the staff's role to intervene and redirect them to another activity.

They will be encouraged to use words and feelings to solve problems and frustration. Staff will help prevent problems by careful observation and appropriate intervention. Staff aim to provide the child with clear explanations as to why a particular behaviour is unacceptable, and to try to help them find alternative acceptable behaviour. Redirection is used to deter unacceptable behaviour.

Being Positive

Using positive language when working with children is very important. We try not to use words like "no", "don't" and naughty". It is very important to be consistent at all times. Older children are encouraged within the program to talk about conflict which arises and how they can solve problems. This helps children to begin to deal with conflict independently and appropriately.

Key Guidelines that educators will use when guiding your child:

- Educators use clear, positive age-appropriate language when discussing behaviour
- Expectations and redirecting children's play to ensure children understand appropriate behaviours.
- Educators promote the development of problem solving, negotiation and self help skills by working collaboratively with children and modelling their Interactions with others. Suggest alternative behaviour
- Keep the child busy by re-directing to other experiences.
- Talk to the child about feelings and consequences of their behaviour.
- Focus on the inappropriate behaviour not the child.
- Use positive language.
- Involve older children in setting their own limits.
- Each child's efforts to resolve conflict are acknowledged.
- Each child has a primary educator to provide a safe base and a sense of belonging at childcare.
- Children are accepted and respected without discrimination.
- It is always the behaviour that is rejected not the child.

Child guidance is an approach that helps children learn self-control. It involves teaching the children how to solve problems and take responsibility for their actions and feelings.

- To respect the cultural values and beliefs of our families and work in partnership with parents.
- We feel that child guidance results in developing a healthy sense and self-esteem.
- We as educators are sensitive to varying child rearing approaches and always respect the families input.
- Please ask staff if you require more information on guiding children's behaviour or positive parenting.
- Parents are encouraged to discuss any concerns regarding behaviour at any time.

Further Reading:

First Aid Policy
Recruitment Policy

SECTION 28 – GRIEVANCES & CONCERNS

Feedback from families, educators, staff and the wider community is fundamental in creating a Centre that meets regulations, meets the needs of enrolled children and their families, and continues to evolve towards the highest standard of care.

It is inevitable that feedback will include differing opinions, occasionally resulting in complaints. This Policy details the Centre's procedures for receiving and managing informal and formal complaints. Parents therefore can lodge a legitimate grievance in the knowledge that it will be managed diligently and confidentially.

Strategies and Practices

Our centre values:

- procedural fairness and natural justice;
- a code of ethics and conduct;
- a service culture free from discrimination and harassment;
- transparent policies and procedures; and
- Avenues for recourse and further investigation.

Our policy ensures that all persons are presented with procedures that:

- value the opportunity to be heard;
- promote conflict resolution;
- Encourage the development of harmonious partnerships; Ensure that conflicts and grievances are mediated fairly; and are transparent and equitable.
- The centre acknowledges its duty of care to ensure that all children, families, staff, management, students, volunteers, visitors, local community, school community, licensee and the proprietor and agrees to provide
- A high level of equity and fairness in relation to grievances and complaints management and procedures.
- In meeting the service's duty of care, management and staff agree to implement and endorse the service's concerns and complaints policy.
- The Occupational Health and Safety Act state that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

- Our policy addresses the process required to submit, record and action a \concern, compliant or grievance.

Aim

To ensure all staff, students are given a copy of the centre and staff handbook which will be discussed at induction and evaluated through performance appraisals. Children learn through example and role modelling is an important strategy to encourage children to manage conflict appropriately. Therefore management encourages staff to resolve grievances and complaints equitably and respectfully.

To ensure parents are given a copy of the centre handbook which will be discussed at orientation and their understanding of our policies evaluated.

To address and resolve any issues raised in a way to satisfy both parties efficiently and effectively.

To review current practices where appropriate; amendments to policy and procedures documenting best practices.

Management supports ongoing professional development and training opportunities.

Procedures

The Nominated Supervisor models respect and a problem-solving approach to the receipt of grievances and complaints, and engenders this across the Centre.

Discuss your concern with the person that it relates to, appropriate measures will be taken to resolve the issue. If agreement is not reached, but you wish to pursue the matter further, inform the person that you will take it further and put it in writing. This will ensure a proper evaluation of the progress of the concern. Details of the Centre's email address and telephone, the email address of the Approved Provider, and the full contact details of the Regulatory Authority are in the Parent Handbook and also displayed in the entrance of the Centre.

All formal complaints will be managed in a timely manner and confidentiality will be maintained.

Management is responsible for investigating the issues related to the concern or compliant and will prepare a response and or actions required consistent with our centre policies and procedures.

In the event a parent concern cannot be resolved agreeable by both parties, the matter will be referred to an adviser at the regional Children Services within the Department of Education and Early Childhood Development within 24 hours.

Educators and staff receive professional development on ways to receive parents' concerns/complaints and to value the opportunity this feedback affords the Centre for quality improvement.

Staff/educators, students and volunteers are informed of the Centre's *Privacy and Confidentiality Policy* before commencing at the Centre and are required to sign a Confidentiality Agreement to strictly adhere to that Policy.

At all times the parents' right to air a grievance will be respected and no discrimination will be applied to either the family or child/ren as the result of the grievance

The complaint will be dealt with in the strictest confidence. The Nominated Supervisor/Approved Provider or delegated staff member involved in investigating the complaint will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed prior to this occurring

Evaluation

The resolution will be documented to enable review and improvement of procedures where appropriate. These will be discussed at staff meetings.

The evaluation of the outcome will be taken into consideration for future policy and best practices.

The centre will utilize the parent handbook and newsletters to inform parents regarding the process of a complaint they wish to bring to the centres' attention.

Parents are encouraged to attend centre meetings to bring forward any concern and therefore be a part of reviewing our centre policy and procedures to ensure efficient and effective outcomes.

Further Reading:

*Grievances & Complaint Policy Privacy
and Confidentiality Policy
Educator Professionalism & Ethics Policy
Enrolment and Orientation Policy Interactions with
Families Policy
Policy and Procedures Review Policy*

SECTION 29 - LIBRARY/PARENT INFORMATION NIGHTS

A collection of resource material, videos and books covering wide variety of subject areas is maintained by the centre and are used by staff. These resources may also be borrowed by parents.

We provide parent information nights throughout the year with staff and guest speakers on topics requested by staff and parents. We also organize interviews throughout the year to discuss developmental progress and transition to school for each child. We provide resources and handouts on relevant information.

If any parent is interested in viewing our detailed procedures, please ask a staff member to show you our Policy Handbook, any suggestions will be acknowledged.

SECTION 30 - NOTICES & COMMUNICATION BOARD

Permanently and prominently displayed notices, pamphlets and brochures are exhibited throughout the centre. Please refer to them regularly for updated information regarding the centre and any general information on childcare and children's services.

Individual notices/newsletters will be provided in your child's room and made available by email .

Many pamphlets and information is available in home languages, please speak to staff where you require information translated or require an interpreter.

SECTION 31 - PHOTOGRAPHS

Our policy sets out the way the centre uses photographs and videos of children taken at the Centre. It ensures that no child or family is compromised in any way at any time. Photographs and videos are generally used to document the program, to communicate a child's learning to parents and as an intentional teaching tool to revisit learning.

Strategies and Practices

When a child starts at the Centre, parents are asked to agree in writing on their enrolment form to their child being photographed and videoed by educators but not by students or relief staff.

The Centre could use the images for your child to be photographed to appear in training videos & workshops, newspaper articles, photo displays at the centre, portfolios, daily reflections, centres face book page, centres website and events organized by the centre including excursions, Christmas concerts and sports day.

The Centre also uses them to create a slide-show of the day's events for children and their parents. From time to time, where relevant to the observation and after careful consideration, a child's photograph may also be included in another child's profile.

The Centre will respect the wishes of any parent who does not wish their child to be photographed and ensure that this does not occur while ever the child is in attendance at the Centre

If the Centre wishes to take photographs of a child for promotional purposes, the parents will be approached personally. The photographs will only be taken after permission has been obtained from them.

Further Reading

Photography Policy
Grievances & Compliant Policy Privacy and Confidentiality Policy
Educator Professionalism & Ethics Policy Child Protection and Risk Management Policy Educational Program
Enrolment and Orientation Policy Interactions with Families Policy Privacy and Confidentiality Policy Students, Volunteers and Visitors Policy Social Media Policy

SECTION 32 – QUALITY IMPROVEMENT

The centre staff, management and any interested parties meet on an ongoing basis, to discuss the centre's quality improvement. Its overall aim is to encourage and enhance the contribution that parents and families have to the Centre.

The management and staff actively support and encourage compliance with the Education and Care Services National Regulations (ECSNR) and the National Quality Standards (NQS). We will be continually working through our Quality Improvement Plan which is evaluated on an ongoing basis by all primary care staff, management and interested parents.

The meetings will be held at the centre over a cup of coffee/tea and biscuits. If you are interested let management know that you would like to be involved in the care and service that your child receives. Staff would appreciate any contribution you may be able to make with ideas on fundraising, social events, get together and special activities you may be able to run for the children's benefits.

Further Reading

Educational and Care Services National Regulations 2011

National Quality Standards 2011

SECTION 33 - INCLUSION

The centre encourages the integration of children with special needs within the program.

The decision to accept a child with special needs will be made on an individual basis in consultation with the parent/guardian and all appropriate resource groups.

Children with high support needs may apply for Inclusion Support Funding.

Funding assists the centre to create an inclusive environment for all children.

The centre affirms that individuality of children should be valued, their needs considered and their rights respected and protected.

Further Reading

Privacy and Confidentiality Policy Educator

Professionalism & Ethics Policy Educational Program

Enrolment and Orientation Policy

Interactions with Families Policy Privacy

and Confidentiality Policy

SECTION 34 - SPECIAL SERVICES

On certain occasions our educators may note a matter that may need consultation with specialist services available through State Government, Local Government and or a private specialist (paediatrician).

If this is required a parent will be consulted and the relevant specialist service arranged only

with written permission from the parent

Further Reading

*Interactions with Families Policy Privacy
and Confidentiality Policy
Educator Professionalism & Ethics Policy*

SECTION 35 - MULTICULTURAL

Our Centre recognizes that Australia is a multicultural society composed of people from a wide variety of ethnic backgrounds. It is important that cultural awareness is not tokenistic, but integrated throughout the program. Our program promotes cultural awareness and we aim to help children learn to appreciate diversity and foster an individual's sense of identity and worth.

We seek to ensure that the curriculum, program, resource management, organization and staffing procedures at all levels reflects and responds to the cultural and linguistic diversity of Australian society. In achieving this, education and care will foster the rich cultural and linguistic heritage of the Australian community, promote harmonious community relations and contribute to the development of Australian cultural and intellectual resources.

Strategies and Practices

- Equal opportunity will be promoted for all persons employed/seeking employment with our centre/invited to share their knowledge with staff, children and parents.
- All staff is encouraged to participate in in-service programs, which helps to extend their understanding and knowledge of planning for a multicultural program.
- Staff will become more aware of their own attitudes, values, traditions and frames of reference to prevent them imposing this on others.
- Staff will understand and respect other child rearing practices.
- Parents who do not speak English shall be made to feel welcome in the program and shall be encouraged to participate in the decisions, which affect their child.
- Parents shall have access to an interpreter service provided by the Family Assistance Office and the Multicultural Resource Centre and where possible parent information will be translated into other languages.
- Multiculturalism will be integrated throughout the program through books, music, cooking, crafts, clothing, singing, dancing, posters, puzzles, games and our daily menu.
- No activities in the centre will contain negative or discriminating images or conceptions of other cultures.
- Staff will be encouraged to learn basic words of other languages spoken by families within the centre e.g. hello, good-bye, welcome.

- Parents from non-English backgrounds will be encouraged to contribute knowledge of their own culture to enhance the program.
- Training and development opportunities for employees
- Provide skills, knowledge and understanding for cultural inclusive curriculum and programs

Further Reading

Multicultural Policy

Education Policy

Family & Community Involvement Policy Educators

Professional Ethics Policy Privacy Educator

Professionalism & Ethics Policy Enrolment and Orientation Policy

Interactions with Families Policy Privacy and Confidentiality Policy

SECTION 36 - CONFIDENTIALITY

We Respect your Privacy

In order to provide you with the highest standard of service our organization is required to collect personal information from you about your children and parents/guardians before and during the course of a child's enrolment in our service. We are committed to protecting your privacy and we abide by the National Privacy Principles contained within the Privacy Act.

Privacy of your personal information is important to us and we conduct our business with respect and integrity.

Strategies and Practices

What information do we collect, why and how is it used?

Basic details are usually collected directly from parents such as your names, address, phone contacts but it is also necessary for staff to collect details regarding your child's name, date of birth, medical details, health, routines, likes and dislikes which make up a personal profile.

In addition we are required to hold information regarding your child's Child Care Benefit entitlements.

All this information is vital in assisting us to provide the best possible individual care for your child and for processing payments.

Some of the information we collect is to satisfy the services legal obligations under the relevant childcare legislation.

Naturally much of this information is of a personal nature and some of it might be regarded

as sensitive' and not the sort of information that you would wish to have unnecessarily disclosed to others.

We assure you that:

This information will only be used by our child care professionals in order to deliver your child's care to the highest standards.

Take reasonable steps to protect this information from misuse or loss and from unauthorized access or disclosure.

Our staff are always committed to respect these principles.

If a student has a valid training requirement that involves the gathering of certain information pertaining to your child or family, the student must have written consent from you and a Director of the Centre.

All privacy related comments, feedback or complaints should be directed to the Centre's managers. We will follow up all comments, feedback or complaints within a reasonable timeframe and resolve them to maintain our high standards of service provision.

Further Reading:

Confidentiality & Privacy Policy

Educators Professionalism & Ethics Policy

Family & Community Involvement Policy

Enrolment and Orientation Policy

Interactions with Families Policy

Privacy and Confidentiality Policy

SECTION 37 - CARE ALLOCATION/FEEES

Parents must understand the importance of timely fees which are essential to the centre cash flow and ongoing financial viability.

Strategies and Practices

Waiting list

There are two different waiting lists within the centre, these include:-

- An internal waiting list
- Children who are already enrolled at the centre but require changes to their existing care arrangements such as moving to the next group or adding or changing days
- Siblings of children who attend
- Children of staff who attend our centre's

An external waiting list

- Children who have not been involved with our centre are previously.

Priority is given to our internal waiting list.

Rules for Payment

Fees must be paid **IN ADVANCE** (Receipts placed in your child's locker/pockets or emailed to parents)

A deposit of one week's fee is required on bookings and is taken as your child's fees for the first week. The deposit is not refundable if the booking is cancelled.

Payments can be made by:

- cash
- Eftpos, Visa
- cheque
- periodic payments from a bank account
- weekly credit card payments
- internet banking
- centre pay

Our bank details are provided at the bottom of your receipt/invoices.

Public Holidays/credit days

Due to staffing cost and in accordance with industry standards set by the Australian Industrial relations commission, **fees are charged for public holidays.**

In the case of public holidays or sick days for part-time children, all effort will be made to offer you with a replacement day within the current week, so long as we have a vacancy. Extra days are only available for children who are already enrolled at the centre and should be booked in the office at least two days in advance. Credit days will only be available if there is a vacancy within the centre in the group required. There is no guarantee that all days missed in a week will be able to be made up.

Holidays

In the case of holidays families will be entitled to a holiday discount, provided we are given two weeks' written notice of an intended absence. Holidays are offered at a discounted rate of 20% off the total fee, before any CCS (Childcare Subsidy) entitlements are applied. Parents will be entitled to 2 weeks per financial year. These holidays are calculated on weekly attendances. For example if your child is booked in either one, two, three days or full time holidays are calculated at 20 % of your weekly bookings over 2 weeks.

Absences

Fees are charged as permanent bookings made at the time of enrolment. **No reductions in fees apply due to absenteeism.** If a child is to be absent for an extended period of time due to holidays or parents work obligations then fees must be paid to hold the child's place. If parents do not wish to pay fees then the child's place will be forfeited and the child will be placed on the waiting list. The centre needs to be notified of such absences in writing.

Termination

The Centre requires a period of two weeks' notice for termination of bookings. For reinstatement of bookings, waiting list priority applies. It is expected that all fees are paid on the last day of care for their child. If fees are not paid on time or in full, then late fees will be apply and steps will be taken to recover the full amount through a debt collection agency.

Late fees

A late fee of \$10.00 per week is charged when fees are in arrears. If outstanding accounts remain unpaid after two billing periods, parents will be notified that their child's place will be withdrawn unless payment is received. No Child care Benefit can be claimed for this fee.

Bank Fees

Any banking fees incurred by the centre associated with difficulties in banking your cheques, will be charged to your account.

If circumstances arise where parents are temporarily unable to meet their fee obligation to the centre, then they must contact management to discuss possible options. In these cases a payment plan will be arranged. In the event of being in default of your obligation to pay and your overdue account is then referred to a debt collection agency, or law firm for collection the commission payable and legal costs incurred on an indemnity basis shall be added to the amount outstanding and form part of the debt and in the event where the collection agency charges commission on a contingency basis the commission which would be charged if it achieved 100% recovery shall be added to the debt and the total shall be treated as a liquidated sum.

Fee relief is available through government assistance (Childcare benefits, childcare Rebates, JET) the onus is on the parents to organize these subsidies themselves.

Further Reading

Delivery & Collection of Children
Educators Professionalism & Ethics
Grievances Policy & Procedures
Enrolment & Orientation Policy
Confidentiality Policy

SECTION 38 - FEE STRUCTURE

FULL TIME:	\$713.00 \$142.60 per day
DAILY:	\$171.00

Reviewed & approved by management, amended 17 July 2025, copy given to parents.

CCS rates 2025-26

Family income	Subsidy rate
Up to \$85,279	90%
More than \$85,279 to below \$535,279	Between 90% and 0% The percentage decreases by 1% for every \$5,000 of income a family earns
\$535,279 or more	0%

Number of children in care

Families with more than one child aged 5 or under in care may get a higher subsidy for their second child and younger children. Siblings do not need to attend the same service to get the higher subsidy.

The rates for each child are worked out using two separate income tests.

- The 'standard rate child' is usually the eldest CCS eligible child aged 5 or under. The standard rate child will get the standard CCS rates.
- The 'higher rate child' is the second and any younger children aged 5 or under. The higher rate for second and younger children is calculated using the rates for second and younger children.

Rates for second and younger children 2025-26

Family income	Second and younger children subsidy rate
\$0 to \$143,273	95%
More than \$143,273 to below \$188,273	Decreasing from 95% The percentage decreases by 1% for every \$3,000 of income a family earns
\$188,273 to below \$267,563	80%
\$267,563 to below \$357,563	Decreasing from 80% The percentage decreases by 1% for every \$3,000 of income a family earns
\$357,563 to below \$367,563	50%
\$367,563 or more	Higher CCS rates no longer apply, all children in the family will receive the standard CCS rate

Combined families are where both members of a couple get CCS for different children in their family. Services Australia counts all CCS-eligible children in a combined family when determining entitlement to the higher rate for second and younger children.

Children who are entitled to both the higher subsidy and [Additional Child Care Subsidy \(ACCS\)](#) will be paid the ACCS rate.

Child Care Subsidy activity test changes for Aboriginal and Torres Strait Islander children

Child Care Subsidy for Aboriginal and Torres Strait Islander children changed on 10 July 2023. The changes mean they can get at least 36 hours of subsidy per fortnight, regardless of the amount of recognised activity you do.

Families will still pay an out-of-pocket cost to their child care service depending on their CCS percentage.

Withholding

Centrelink withholds 5% of your subsidy. This is to help reduce the likelihood of you getting an overpayment. You're able to vary this amount to suit your circumstances.

You can do this up to twice a year using your Centrelink online account through myGov. If you'd like to change it more than this, call the [Families line](#).

Centrelink uses your family income estimate to work out how much subsidy you'll get. This means at the end of each financial year Centrelink will [balance your payment](#) using your [actual adjusted taxable income](#). They will compare this information to make sure we've subsidised your childcare fees correctly in the financial year.

If you underestimated your family income, you may end up with an overpayment which you'll need to pay back. Centrelink will use the amount they withheld to help reduce the debt.

If you have a CCS [overpayment](#), Centrelink may use some of your CCS each fortnight to pay this back. The easiest way to repay money is by using the **Money you owe service**. This is available in either your [Centrelink online account](#) through [myGov](#) or your [Express Plus Centrelink mobile app](#). Read more about the steps you can take [if you're ready to start repaying](#) the money you owe.

If you overestimated your family income and didn't get enough subsidy, Centrelink will pay any outstanding amount directly to you. This will include the amount they have withheld.

SECTION 40 – TOBACCO DRUGS & ALCOHOL

Cigarette smoke contains toxins and chemicals known to be detrimental to health. Because children generally breathe much more quickly than adults and their immune and respiratory systems are still developing, they are more at risk of such illnesses as asthma, chest and sensory infections, and sudden infant death syndrome (SIDS). In addition, children may not know nor have the physical ability to move away from cigarette smoke.

Research has also proven that drugs and alcohol impair judgment and awareness.

Adults are always to be role models for children in childcare.

The Centre provides a healthy and safe environment for children, employees, families and other visitors.

Under the Occupational Health, Safety and Welfare Act, 1986 the company has a legal commitment to provide a safe and healthy workplace for all employees, visitors and customers. Passive smoking (the inhalation of environmental tobacco smoke) increases risks to health (*Cancer Council Australia*, 2004). Under the Tobacco Products Regulation Act, 1997 smoking has been banned in all enclosed workplaces.

To minimize the exposure of employees, visitors and customers to the hazards of tobacco smoke. All people at the centre are expected to comply with the policy. This includes all employees, students, contractors, visitors and clients.

Strategies and Practices

- Staff, parents and any other visitors to the Centre are not permitted to smoke on or adjacent to the premises or within view of the children.
- 'No Smoking' signs are displayed in the entrance and or foyer area.
- No alcohol or any unlawful substance is consumed in any part of the premises at any time when children are at the Centre.
- Prescription medications such as asthma preventatives and treatment, and paracetamol are acceptable, but will be managed in accordance with the Centre's *Administration of Medication Policy*.
- As part of their duty of care to ensure a healthy and safe environment for children, the educators inform the Nominated Supervisor immediately of anyone on the premises that they suspect is affected by alcohol or drugs.
- The educators represent the Centre in the community and, as such, are aware of the importance of not smoking while wearing the Centre's uniform out-of-hours.

- Any staff member who attends work under the influence of alcohol or drugs is relieved from duties immediately, and risks disciplinary action which may result in dismissal.

Responsibilities of Parents

- To refrain from smoking, and from bringing alcohol or prohibited drugs onto or near the premises or within sight of children.
- To refrain from entering the premises while under the effects of alcohol or prohibited drugs.

Further Reading

- *Administration of Medication Policy*
- *Educator Professionalism & Ethics Policy*
- *Enrolment and Orientation Policy*
- *Excursion Policy*
- *Students, Volunteers and Visitors Policy*
- *Staffing Policy*

SECTION 41 - CONCLUSION

Please do not hesitate to contact the management and staff at the centre about anything! Our concern is for the child and the family - for the care, development, and sense of well-being and the happiness of each individual. Parents together with staff can ensure that the programs and experiences each child has at our Centre will contribute to the development of a happy, healthy and loving individual.

We understand just how difficult it can be choosing a childcare centre for your child, and therefore hope that this booklet is helpful in assisting your family in its important decision.

Should you proceed to enrol your child, this booklet can also act as a quick reference of all matters relating to the Children's Centre's management.

We thank you for giving us the opportunity to care for your children; we look forward to getting to know you and your family.

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