

Lilliput Corner Long Day Care Centre & Pre-School

Birth to 5 years



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The Management & Staff of Lilliput Corner would like to welcome you to their Centre. We look forward to a long association with your family.

Through years of experience we have modified the environment into a nurturing, homelike environment where staff are able to cater to the individual needs of all children enrolled at our centre.

Our focus lies with ensuring that as many links with the home environment are maintained as possible, and that the family feel trust, confidence and are at ease with leaving the most important part of their life in the hands of our staff.

At Lilliput Corner we feel that all young children need to be valued, listened to and through play given the opportunity to explore, experiment, discover, problem solve and learn about themselves and the world around them.

Centre Philosophy – What we believe.

We believe that children need to be cared for in a safe, loving and secure environment , surrounded by activities, music, education and games.

From birth children are establishing themselves as social beings, first as a member of their immediate family and then as members of a larger community.

We believe that children learn through play, through intentional teachings, & different learning environments. This is done by incorporating a holistic approach to caring and educating children though.

We use the UN Nations Convention of the Rights of the Child at the forefront of our minds in interacting with children and their families.

Image of the child

'There is no second chance at childhood. It comes and goes quickly. The growing child cannot wait until he is older for the things he needs now. Later will be too late' (D.B Boguslawski . 1975)

Our image of the child portrays young children as human beings with many skills, talents and abilities. They are and should always be encouraged to be active and powerful contributors to their own learning and development , thus helping them achieve their latent potentials. The relationships children encounter early on and throughout their lives , lay the foundation for their lifelong learning. Children need to "feel a sense of belonging, see themselves as being valuable members of the community, see themselves as unique and powerful human being, learn that working together is a good way of generating new ideas , making progress , being creative and solving problems'. (NSW Curriculum Framework)

We believe that children need to be responded to with warmth, respect and love which will engender reciprocal feeling of trust, security , respect, belonging and love.

We believe children learn from play and from playing with children their own age, as well as with younger and older children with a variety of children in a variety of grouping situations. It is also important for children to be able to play and learn alongside adults who can facilitate and experience the journey with them.

National Quality Framework

We are committed to implementing the National Quality Regulations and the National Quality Standards to ensure our Centre strives for quality at all times.

Learning Program

Our Centre uses the Early Years Learning Framework to guide our programming and planning for the children's learning. We incorporate the documents values and outcomes into our Centre programs to ensure all children are working towards the same overall outcomes to learn during their time at our Centre. The document encourages staff and families to work in partnerships in order to achieve learning outcomes for children. Our Centre values home learning and experiences as important and strives to extend home learning in the Centre environment. A homelike environment is a base for the children's experiences and we believe the Centre environment should reflect a sense of consistency between home , the wider community and the Centre. We believe it is important to provide a self-directed play based curriculum, which intrinsically motivates children to explore and discover their environment. We strive to achieve an appropriate balance between structured and free play whilst keeping a flexible attitude to cater to children's individual and daily needs. The child's development and learning is investigated and observed by staff in regards to the outcomes stated in the Early Years Learning framework and also the developmental areas: sense of self , the social child, the communicating child, the thinking and investigating child, exploring, problem solving child, the healthy , active and physical child, the feeling child , the creative child and the spiritual and moral child.

Staff plan for each child over the developmental areas by observing children, planning , experiences and setting up environments to cater for these areas of development both indoors and outdoors. The online day book is the centre's program , this ties in with the observations (learning stories) for each child.

Community and Communicating

We are committed to the provision of community and family based care ; informed by early childhood professionals to reflect a sound knowledge base. We encourage reciprocal communication with families and the wider community.

We acknowledge the traditional owners of the land , that the kindergarten resides on. Communication should reflect a right to

knowledge and an understanding of the Centre and related issues. We also believe our relationships with families are ones of mutual respect and by sharing ideas and experiences in an open and honest manner we can further promote children's wellbeing and development.

Family Needs

We strive to be an extension of home and a real part of extended family experiences. Children's families are the most important influences in their lives and development. Thus, as a successful service we must promote and maintain meaningful family involvement which helps us all develop a holistic picture of each individual child. We believe all members of the Centre community are equal in their interactions with the Centre.

Role of the Early Childhood Professionals

Educators are committed to continual learning and improvements. We are constantly reflecting and evolving as we take into account current practice such as the Early Years Learning Framework, current research and theorists that underpins our teaching strategies. We believe early childhood professionals create many opportunities for children's learning by encouraging children to think, act, and create for themselves. We also believe the environment itself is one of our greatest teaching tools. We believe early childhood professionals need to guide rather than always instruct to provide a flexible curriculum based on children's needs and interests.

We believe in the importance of staff team consistency as this offers security, familiarity, love and trust to all members of the Centre community. Educators represent a diversity of education and training, cultural backgrounds and life experience. We strive to maintain better working conditions and incentives which reflect the real values of our professional team. We are also committed to ongoing staff development and interpersonal development training. We believe all early childhood professionals need to be respected as individuals and also valuable members of our team and the whole profession of early childhood education.

Individual Learning Stories – Documenting the Children’s Learning

Individual learning stories are used to record traces of the child’s thinking, understanding , evidence of creations, interests, interactions and conversations, friendships and relationships, developmental milestones and work samples.

The Learning Stories are sent home electronically each month.

Entries are to be linked to the Centre Philosophy, Goals for the children and Areas of Development, the Curriculum framework- Early Years Learning Framework.

Individual learning stories are emailed to families. This assists the Centre to be more environmentally friendly. Individual learning stories are recorded on our media platform Kinderloop , which is a secure application that is seen by only the family of each child.

Your child will be cared for in a safe, loving and secure environment, surrounded by activities, music, language and games. These are designed to develop skills appropriate to individual needs, strengths and interests, while also keeping your child happy during their time away from home.

Parent involvement is promoted and encouraged to forge closer links between families, children and staff. We believe that parents and staff can form a partnership and work together to provide the best possible foundation for the overall growth and development of each child.

Consistency between the home and the centre fosters trust, security and understanding thus close interactions and communication is necessary.

We believe that children benefit from consistency and predictability.

We believe that children grow and develop in a network of family, friends, carer's and the greater community. We believe that these groups provide the child with vital learning experiences and understandings that lie within the parameters of the families cultural and religious beliefs.

Staff will be provided with working conditions and training opportunities to maintain and enhance their personal and professional skills. Through professional development staff will have the opportunity to maintain existing skills and knowledge as well as keep abreast of current changes within the early childhood industry. All staff qualifications are displayed in the entry area for your perusal.

We are open from **7.30 am to 6.00 pm** Monday to Friday...
(closed on Public Holidays).

Aims of the Centre

1. To provide a secure, happy environment for the children and a sense of family life in a homely atmosphere.
2. To involve parents in the day to day running of the centre, and the ongoing development of their child/ren.
3. To encourage children, staff and parents to be co-operative and to consider each other and their environment.
4. To foster the emotional, physical, language, social, creative and intellectual development of each child, with a clear consideration of individual differences.
5. To provide children with an understanding and appreciation of their own culture and the culture of others.
6. To develop each child's self esteem through the development of skill, responsibility and self discipline.
7. To facilitate all areas of development through creative experiences.
8. To ensure that every child is adequately prepared for primary schooling

Broad Goals for all Children

1. To be aware of ones feelings, needs & abilities.
2. To learn to express ones feelings, needs and abilities constructively with words & actions
3. To hear & respect the feelings, needs & abilities of others (peers and adults)
4. To experience and experiment with new things safely with ones peers.
5. To explore ones interests in a stimulating age appropriate environment.
6. To develop the ability to make appropriate choices and decisions based on experience, as well as cause and effect.
7. To develop a positive self concept & self esteem
8. To develop an awareness of their own culture and the cultures of others
9. To develop the ability to make simple decisions and to take responsibility for ones actions.
10. To develop independence, by using, extending and practising self help skills.
11. To respond to adult directions and be aware of the daily routine.
12. To develop age appropriate conflict resolution skills & strategies.
13. To develop the ability to co-operate in a group situation with all peers and adults.
14. To develop an understanding of concepts, eg number, recognition of letter, shape, size, colour, prepositions.
15. To develop visual recognition of their name, and an ability to write their name

Introducing your child to Lilliput Corner

Orientation Policy & Settling Procedures

After enrolment centre staff will establish the needs of your family as well as the individual needs of your child. Orientation will be tailored to meet the needs of your child and family.

Parents are welcome to arrange Orientation days for their child with the Centre Director / Supervisor. Parents are then welcome to attend the service for 1-2 hours with their child participating in activities and familiarising the child with staff and peers. Centre Management is aware that such days are sometimes hard to organise for working parents, thus they are not seen as essential.

On the child's first day the primary care givers of the child and centre staff will discuss the child's individual needs. Parents will be asked to complete a routine sheet for their child.

Staff will endeavour to follow the child's home routine as given by the parent. Staff will ensure that the child's usual pattern of eating and sleeping are observed and followed where appropriate, please bear in mind that your child's routine may alter when starting childcare.

This may be due to

- i) Initial unfamiliarity with the environment / staff,
- ii) the effect of additional stimulation which causes tiredness and /or
- iii) the effect of other children's routines on your child's routine.

On your child's first day staff will be prepared for your imminent arrival and will openly welcome your child and family. They will greet you on arrival, showing you your child's personal locker , our signing in procedures, key aspects of our play room and introducing you and your child to other children at the service.

Parents will be encouraged to spend time with their child settling them into the centre.(time frame individual to the child and family). Centre staff will make suggestions based on initial contact, consultation, and experience.

If other families are present during drop off or pick up centre staff will introduce new families to existing families of the service.

Parents are encouraged to organise early collection of their child for their first week of attendance. This facilitates a gradual introduction to child care for the child. This is not essential but makes settling a little easier for your child due to a faster turn around. (drop-off/pick up pattern)

Parents are often worried about their child's first day and the children can sense this. Parents are encouraged to be positive about childcare and their child's involvement in the service.

Staff will aim to settle you and your child as quickly as possible, however we do recommend that parents explain to their child that they will be leaving them at the centre, and that they will return later to pick them up.

Parents are always advised to **SAY GOODBYE** to your child. When ready to leave, parents are encouraged to say good bye and then leave promptly. Allowing our trained staff to comfort your child and begin the settling/ attachment process.

Parents are encouraged to telephone as often as they feel necessary.

Staff will report to families, via phone calls and informal conversation at drop and pick up, the progress and settling of their child, information is only to be provided relative to the needs of the family. Staff are only to provide information that is within the families comfort level. If a parent becomes distressed about being told that their child is / was distressed, staff are to focus on the positive aspects of the child's day.

The child and families privacy are to be respected at all times.

Valued toys and other items should remain at home to prevent loss and breakage. Security/ comfort toys are permitted where required.

Children from non-english speaking background (NESB) families will be settled using care giving practices that are consistent with the home environment. The use of familiar and consistent care giving practices will enhance the child's feelings of security and trust in an environment where language and lack of understanding may be evoking feelings of fear and confusion.

NESB families are encouraged to send food, familiar items and/or music that will facilitate a trusting relationship with their child.

Children's Daily Requirements:

1 small bag with your child's name clearly labelled on the top or side containing.

- Change of clothes (for the season) Please write names on clothes
- Formula (if applicable)
- Bottle (if applicable)
- One piece of fresh fruit or vegetables for our basket.
- One Yogurt with your child's name marked on it.
- A hat (sunsmart) that can stay at the centre. Please no caps.

PLEASE ENSURE EVERY BAG AND ARTICLE IS CLEARLY LABELLED WITH CHILD'S NAME.

Open Door Policy

We have an open door policy at our centre and we encourage parents to consult their child's primary carer if they have any questions or concerns about their children. We want both children and parents to enjoy the time spent with us at Lilliput Corner. Your child's happiness, safety and well being are our priority.

Parent Participation

Parents are welcome in the Centre at any time and whilst we appreciate most parents have a busy schedule we actively encourage your input in relation to your child as well as the running and operation of the Centre. Combined parent and staff meetings are held regularly. Dates for these meetings are detailed in our event calendar. Agenda's will be displayed a week before the scheduled meeting. Parents are encouraged to add to the agenda. Meetings give parents the opportunity to discuss centre matters with management and staff , to assist in decision making and to clarify any questions they may have.

Parents are encouraged to make regular contributions to their child's electronic observation file. The centre sends home Parent Evaluation of Child's developmental progress reports . This may involve the identification of area of concern, interest area or special event that is occurring in your child's life. As we view the family as an important influential factor on each child's development we see these contributions as a vital part in providing a holistic program of activities for your child. Any general suggestions or concerns can be directed to the office or written (name optional) and placed in the fee tin.

Food & Nutrition Information

Meals

The Centre provides all meals. Sample menus are available for your perusal. Suggestions for changes to the Menu are welcome. The weekly menu is displayed in the main hallway .

Our staff are all trained in safe food handling and meal preparation. We prepare all meals at the service. All dietary needs are facilitated with cultural requirements also recognised. Alternative meals are prepared where necessary. The Centre has a Clinical Nutritionist working on the premises each week that liaises with the staff about children's dietary requirements.

Our staff prepares pureed vegetables and fruit. The centre provides the introduction of rice cereal as an early solid. Vegetables are later introduced one by one to enable our young babies to develop an individual taste for all vegetables. Our Menus are checked in accordance with NSW Health. Our centre regularly liaises with a clinical nutritionist in developing meals.

Drinks & Fluids

All fluids are provided by the centre (with the exception of formula or breast milk). The children are offered water throughout the day by their carers. Water is accessible to the children.

Allergies / Special Food Requirements/Medical Conditions

Parents are requested to advise the centre, **in writing**, of any allergies or food intolerances that their child may have.

If your child has a medical condition, the centre will require an action plan from a Doctor as well as any ongoing medication that your child will require, ie Asthmatic – will need a Ventolin and an Asthma Action Plan.

Food restrictions that are reflective of a particular culture, religion or ethnic background are acknowledged and respected. These restrictions are to be forwarded to the centre on the enrolment form . If your child's eating requirements change, please advise the senior staff when you drop your child off. E.g. they may be off dairy for two weeks.

Centre Administration & Fees

Daily Fees

\$165.00 per day for Birth to 2 Years

\$155.00 per day for 2 to 3 Years

\$132.00 per day for 3 to 5 Years

An administration enrolment fee of \$50.00 is required to place your child on centre records. This is non-refundable fee that covers the centre for costs surrounding your enquiry. Upon paying this fee parents will be supplied with an Enrolment Pack, which includes an introductory letter, Enrolment Form, Consent Form and Parent Handbook. Additional copies of our Parent Handbook can be requested, a charge of \$20.00 is payable. When we are able to offer your child a position within the centre a bond of \$600.00 (1 child) or \$700.00 (2 children) is required, this is a refundable payment and must be paid prior to your child/ren's start date.

On commencement, **fees are to be one week in advance at all times.**

Payment should be made at the beginning of your week. Our fee box is located in the main hallway. A receipt is generated for each payment; receipts will be placed on the parent notice board. If copies of receipts are required a fee of \$2.00/ receipt is charged. This amount must be placed in the fee tin with a "Request for Copy of Receipts" form that can be obtained from the office. This form identifies the details of the receipts required by you. Payment of fees can be made by cash and cheque (made out to Lilliput Corner). We also have direct credit facilities, which will enable you to directly deposit your fees into our bank account.

Overdue Fees

Please inform the office if you are in financial difficulties so we may try to assist you. Fees are to be one week in advance at all times. You must pay your child's weekly fee at the beginning of your child's week. A \$10.00 late fine will be applied to your fee account if you have not paid your weekly fee before 6pm each week. In addition, **care will cease immediately if the amount outstanding in fees exceeds the bond held, for your child, by the centre.**

Withdrawal from the Centre

Four (4) weeks notice in writing is required to enable the centre to replace your position. (This notice must be working weeks for the centre not any period of closure) The day following written notice is counted as day 1 with the 28th day the last day payable for your spot. (This covers us for notice that is left in the tin or afternoon notice, and gives us a full 28 days to replace your spot). Once your child finishes at the centre we must complete a final reconciliation with Centrelink. This cannot be completed until the **Tuesday after** your child finishes at the centre. When your fee reconciliation is complete a bond refund will be made available via cheque or direct credit. A full bond refund will be made available provided all fees are paid up to date.

We also require that you give two (2) weeks written notice if you are changing days of attendance. Change of days cannot be guaranteed but we will endeavour to assist you as soon as possible. The bond will only be refunded if your child has commenced care and fees are paid up to date . If you give notice before your child starts care , the 28 days policy will apply.

Decreasing days require 28 days notice.

If you are unable to attend the centre to give written notice it must be faxed or posted. Notice will be counted from the day after it is received.

Child Care Subsidy

The centre is registered and approved for CCS (Child Care Subsidy). Assessment is required by Centrelink staff who will determine each families eligibility. Families may be entitled to receive the above payments. If entitled to CCS a CCS% will be calculated by Centrelink for each family. Centrelink will then pay a proportion of your weekly fees directly to the centre. Parents are then responsible for the gap payment. CCS is a PAID directly to the service on a weekly basis.

Families are encouraged to contact Centrelink to determine their eligibility prior to enrolment. Families will be required to provide the centre with family and child CRN's, as well as parent and child date of births so that the child's enrolment can be logged into Centrelinks CCMS (Childcare Management System).

CCS is only eligible for families for children attending on their first day of care as well as their last day of care. Full fees are charged if the child has not attended both their first and last day of care.

This means that the parent must sign in and out every day on the

centre's electronic sign in sheets. CCS is only payable if your child attends their first and last day of care. If your child does not attend their last day of care then the centre will lodge your data file as Cessation of care, this means that not CCS will be paid on these days and full fees will be charged. This also applies to the notice period.

CCS Stopping –

If your CCS has stopped, it is up to the client to contact Centrelink and attempt to fix this, not the centre. While the CCS has been stopped it is the clients responsibility to pay full fees until the CCS has been fixed. Fees will need to be paid in front by a week – See Centre Administration and Fees. This is the clients responsibility to chase CCS. The centre will charge a fee of \$50.00 per week to amend changes to CCS

For more information on how absences affect your family's CCS please contact Centrelink.

JFA – Jet Clients

New clients that have been approved with JET eligibility prior to the commencement of care will need to provide a letter with the Jet status and dates of approvals on their child's first day to the centre. This needs to be loaded into the CCMS system.

Please be mindful that JET eligibility is between the Parents/ Families and Centrelink, not the centre.

Therefore, if your Jet runs out before the next block of jet is approved, it is up to the parents to pay full fees.

If your Jet eligibility get approved after your state date

And the data file for the weeks of care has already lodged; parents will be required to pay a rate of \$50.00 for the administration to amend your child's data file.

Please be advised that it is the responsibility of the families to pay all centre fees. The centre will not chase jet clients for paperwork.

General Information

Management & Staff

The centre is managed by a Director/Nominated Supervisor. Centre Management is responsible for ensuring that the centre operates within the Early Childhood Education Directorate's Education & Care Service National Law and the National Quality Framework.

The centre has a team of dedicated staff with appropriate qualifications and training who work on a roster system. There will always be a Certified Supervisor on every shift. Please ensure that you read notice boards and all correspondence that is sent home so you are familiar with the staff that is directly responsible for your child at any one time. All management and staff are screened, as per our Staff Screening Policy, with the relevant screening authorities prior to employment. Current legislation prevents a Prohibited Person/s from working with young children.

Nappies

The Centre will supply the necessary nappies for your child's daily needs. Parents that wish their child to use cloth nappies or their own brand of disposable nappies must supply these to the centre marked with the child's name. The centre will also supply creams for nappy change. Any parents wanting specific creams to be used by the centre are again asked to label the cream with their child's name and advise the senior staff that this cream is to be used. Our staff will use wet material wipes when cleaning your child, we do not use disposable alcohol wipes. This minimises the chances of irritation.

Clothing

Children are to be dressed appropriately at all times. Centre staff will ensure that your child is dressed to suit individual needs (including cultural/religious) as well as current conditions. Please ensure that your child's clothing is labelled, including shoes. Please bear in mind that your child is here to play. It is helpful if your child is dressed in non-restrictive, serviceable, and easy to wash clothes so they feel free to join in all the activities and develop independence. Thongs are unsuitable for managing outdoor equipment. Lace up shoes or sandals are appropriate. It is important that your child has a hat every day, including winter. Every child must wear a bucket styled hat; these hats are available at the centre at the cost of \$10.00. We have a hat policy, please ensure that your child has a hat at the centre at all times, please do not take this hat home it will be laundered at the centre.

Sleeping / Rest Time

Our younger babies are offered sleep and rest in accordance with their own individual routine , which is supplied by the child's parents.

Our toddlers and pre-schoolers are required to relax after lunch depending upon their individual needs. Some children need to sleep during the day whereas others may merely need a rest.

Our younger babies are allocated to a cot for sleep while the older children sleep/rest on toddler beds. The centre provides all linen and blankets.

All children under 12 months are placed to sleep and rest as per the Rednose Safe sleeping recommendations.

Those children who sleep in the centre cot room are to be checked every ten minutes during sleep, this check is to be documented accordingly, identifying the time and staff member's details.

During sleep time an atmosphere is offered where music is played to help children relax after the morning's busy activities. The length of time of a child's rest depends on his/her need. Children are free to do quiet activities after resting.

Parents & visitors are asked to avoid attending the centre between the hours of 12.00 and 3.00pm. This ensures minimal disruptions to the children's sleeptime routines.

Keeping Parents Informed

Working with families means building a relationship that allows a two-way communication between the centre and the child's life at home. Working with families takes a wide variety of forms, from carrying out a family's plan for their child's diet to telling a family about their child's day, month and year. Parents and families are kept informed of their child's progress and centre events in a variety of ways.

- * Communication sheets for all children are written up each day.
- * Parents are encouraged to offer suggestions
- * Emails
- * Informal discussions when delivering/collecting your child
- * Notes & newsletters
- * Parent/Staff meetings
- * Notice boards, signs and posters

Absences

It would be appreciated if you could inform the centre before 8.30am if your child is sick or unable to attend on the day. Fees are payable even though your child is absent due to illness, public holidays falling on a weekday, parent holidays or your child being excluded through failure to have current immunisation during outbreaks of infectious diseases.

Sign In & Out /Collection

Parents are required to sign their child in and out of the centre by completing the electronic sign in / out sheets every day your child attends. The enrolment form lets staff know the people authorised to collect the your child. If a staff member does not recognise the person picking your child up we will check the enrolment form to see if permission has been given for your child to leave the centre with this person. Please call us to inform us of an unplanned pick up.

Change of Information

It is important that parents notify the staff of any change in information such as address, telephone number, (work, home and contact), and family circumstances and custody/access orders. This will need to be done in writing , and will be updated in your enrolment file.

Authority to Collect

Parents are given the opportunity to identify those persons with authority to collect their child on their child's enrolment form. In the case of an unfamiliar person collecting your child they will be asked to provide photo identification to centre staff, this will be matched with those details on your child's enrolment form. If your child is to be collected by a person not named on your child s form could you please contact the centre and advise centre staff of their identity details.

Late pick up

We understand that from time to time things happen to make us late. It is with this understanding that centre management have developed a Late Pick Up Policy. If late pickup occurs the following procedures will be implemented dependant on Managements discretion.

Late pick up after 6pm will incur a Late Fee. The late pick-up fee will be \$10.00 the first 10 minutes or part thereof and \$10.00 per minute thereafter. This late fee is to be paid directly to the staff on duty. As our staff work an eight-hour shift, they should be entitled to leave at closing time. This late fee is in lieu of overtime that they are entitled to.

Early drop off

Early drop off is not possible; although the staff may be on the premises they have set up duties to perform. Our centre-based licence, given by the Department of Community Services, licences the centre from 7.30am Monday to Friday. The centre thus cannot operate prior to this time. Our door is unlocked at 7.25am to allow you to sign in.

Holidays

The Centre has a shut down period between Christmas and New Year's. Fees are not charged during this period.

As a small Centre we are unable to waive fees during family holidays or absences. We do try and sell the days to other families that may want to pick up additional days during your child's period away from the Centre. For more information, please speak to the Centre Director or Manager.

Health & Safety Information

Sickness Policy

Children do get sick when they are in childcare, some more than others. If your child is sick, we ask that you do not bring them to the centre. They need to be at home where it is quiet and with someone who can give them 100% attention. We also have to consider the health of the other children and staff.

The centre retains the right to exclude any child who is regarded by the Nominated Supervisor as a health danger to other children and staff, and who is obviously unwell.

The child will be considered to be too sick to be at the Centre if:-

- A bad cough or cold
- has a fever of 38.C
- has more than 2 diarrhoea stools
- is crying constantly as a result of discomfort due to illness;
- Due to Covid-19 , Flu like symptoms.

If your child is unwell staff will complete an Illness Report to advise you of your child's changing health status.

If your child develops a fever while in care we will contact either parent for verbal authority to administer Paracetamol . This procedure will be followed only if consent for emergency Paracetamol has been given by the child's parents on enrolment. (see Consent Form). Parents are asked to contact the centre 40-50 minutes after the administration of Paracetamol to check the health status of their child. Centre staff will advise if the child needs to be collected at any point in time.

Dangerous Products Policy

At Our Centre we have a dangerous products policy to ensure that children are prevented from accessing ,& protected from exposure to, dangerous products. We believe that children should be cared for in an environment that limits exposure to dangerous products whilst not jeopardising the hygiene status of the environment. If exposure occurs staff should be able to respond quickly and efficiently, and in accordance with the centres First Aid Action Plan.

The centre will implement this policy through the strategies outlined below:

1. Warning signs will be placed on the doors of all rooms or cupboards that store dangerous products.
2. Children will not have access to any room that stores dangerous products.
3. Disinfectant bottles will be stored out of children's reach.
4. Procedures for safe storage of potentially dangerous products will be displayed.
5. The centre will review current products and change where necessary.
6. Management and staff will minimise the use of toxic products around the children.
7. Management and staff will discuss the use and storage of dangerous products in staff meetings.
8. The centre will have a First Aid Action Plan on Dangerous Products.
9. The Parent Library will provide parents with up to date information regarding dangerous products.

Infectious Diseases & Immunisation

The centre aims to prevent the spread of vaccine preventable diseases, and limit the spread of infectious diseases, among children that are enrolled at the centre.

On enrolment we ask that you provide the centre with your child's blue book so that we can take a copy of your child's immunisation status. Parents are required to bring their child's blue book in after each immunisation so that our records are always current and up to date.

The centre requires that all children are immunised as per the Department of Health's Recommended Vaccination Schedule. A copy of your child's current Immunisation record needs to be kept at the centre at all times.

We will minimise the spread of infectious diseases by maintaining a safe and hygienic environment. Aside of this we have provided a table of infectious diseases and their exclusion periods on the following page. This table details the Department of Health's recommendations.

In the event that we have a reported case of a vaccine preventable in the centre any child that is not immunised will be excluded for the entire duration of that outbreak.

If the centre has a reported case of a vaccine preventable, or infectious disease, as listed on the following page , the centre will follow all notification requirements. This includes placing a sign up to advise all centre families of the outbreak, the symptoms to watch out for and the number of cases reported within the centre. The centre will also advise the local Public Health Unit

Any child that is excluded from the centre for an infectious or vaccine preventable disease must return with a clearance certificate from their doctor stating that the child is fit to return to childcare. We will require a negative Covid-19 result to return to care.

Medication

If your child requires medication while at the centre, the details must be recorded and signed for on a medication authority form. Medication Authority Forms can be obtained by asking a Certified Supervisor on the shift. Children's medication records are filed by the child's surname. Medication Authority Forms are only to be accessed by a centre staff member. This is to ensure the confidentiality of all families. You must complete all details required on the form, sign it and hand it back to the senior staff member, with your child's medication.

Medication is not to be left in children's bags. Prescription medication will only be administered if it has been **prescribed** for that particular child, is current and in the original bottle or container with the doctor's instructions for administration clearly visible on the label. Non-prescription medication can be administered only to the recommended dose for the child's age on the bottle. With the administration of all medication, two staff members will prepare, check and administer the medication. They are then required to sign the child's medication form, recording the time and the amount administered.

Accidents

In the event of an accident requiring medical assistance the centre will attempt to contact the child's parents or emergency contacts. If they cannot be reached the centre may seek medical attention from the centre's Doctor. In the event of a serious mishap or illness the child will be conveyed to hospital by ambulance. The ambulance costs are covered by the Centre's membership of the Health Commission of NSW Ambulance Service.

If the accident is minor, as most accidents are, a senior staff member will complete an accident report. This accident report will contain the details surrounding the child's injury, the first aid administered by a trained first aider and the post condition of the child. This accident report will be signed by the treating senior staff member as well as another witness. Parents must sign the accident report and take a copy of it for their records. The centre will hold a copy of all accidents that are recorded. Any accident above the shoulders a parent will be advised via a phone call.

Children's Growth & Development

Your child will be allocated a primary educator who is responsible for their everyday care as well as the ongoing documentation and facilitation of their holistic development. This involves regularly documenting their explorations, strengths, interests and developing understandings of their world through play. It is with these observations in mind that our primary carers use to web plan our week to week education program.

Our programs are directly linked to our Centre Philosophy, as well as our Goals for the Children. Our programs also incorporate the Early Years Learning Framework (EYLF)

Our programs are displayed in the playrooms , 0-2's , 2-3's and 3-5's as well as our online platform , Kinderloop.

Our programs view the child's development as intertwined and holistic. Activities are mapped against the developmental areas they stimulate, facilitate and enhance.

Our programs are inspired by the children's curiosity and natural inclination to learn through play rather than a set of activities that are decided upon by the teachers. Teachers observe the children's play and listen carefully to questions so that they may support emergent interests, projects and themes that reoccur in the children's play.

In taking this perspective the children deepen their understanding rather than developing shallow, surface understandings. The children are also more attentive throughout the play session as they are actively participating in activities, tasks and projects that stimulate their interests.

Children's Learning Stories

Children's Learning Stories are used to record traces of the child's thinking, understanding & misunderstandings, evidence of creations, interests, interactions and conversations, friendships and relationships, developmental milestones and work samples.

These include photographs, jottings, transcripts of conversations, pictures of constructions and creative work samples.

Entries are to be linked to the Centre Philosophy, Goals for the children and EYLF Principles. The child/ren's interests are also to be linked to the Online Day Book.

Parents are encouraged to contribute toward their child's developmental file and / or are welcome to view them. Please bear in mind primary contact staff are not able to dedicate one to one time during peak morning or afternoon check in/out times. Staff are more than happy to arrange a meeting to discuss your child's development outside of these times.

Your child's development is divided up into categories or developmental areas; the following paragraphs outline what each area covers and how these skills are fostered within our programs.

These areas include :

- Social/Emotional Development
- Science/Technology
- Physical
- Cognitive
- Mathematics
- Visual Arts

Social and Emotional Development

The ability to interact with peers and adults in positive ways and being in charge of one's own emotions is an all important component in the process of developing self confidence and ability. Children who are able to act in these ways confidently are likely to have a healthy self-esteem, which will better equip them for life.

By creating interactions and activities which enable children to develop the social skills of co-operation, conflict resolution, consideration to others and making friends, as well as the emotional areas such as recognition of emotions and self worth, children will be able to enhance their successes in all areas of learning.

Physical Development

Physical development can be described by two categories: Gross Motor development and Fine Motor Development.

Gross Motor refers to the development of large muscle skills, including controlling movement and balance (walking, jumping, climbing, and dancing).

Fine Motor refers to the refinement of small muscle skills, for example hand-eye co-ordination and manipulation of small objects (blocks, crayons, and scissors). It is also important that children are given opportunities to foster body awareness. Activities that foster these motor skills are an essential and important component to any early childhood programme, as appropriate physical development enhances other areas of children's development (cognitive, social and emotional).

Cognitive Development (includes Mathematics & Science/Technology)

From birth children are active learners. They learn by interacting with their environment, objects, adults and other children. They learn by doing and by using their bodies and their senses, Cognitive development includes growth in memory, concentration, reasoning, and problem solving strategies and language abilities. We aim to develop the following cognitive skills.

- to develop skills in comparing, and classifying objects and events into categories
- To develop skills in reasoning and problem solving - by making deductions and predictions.
- To encourage children to seek information by questioning one another and adults.
- To develop skills in reproducing songs, sound patterns, simple stories, poems, events, information and sequences.

Science / Technology /STEM

Children are investigators by nature. Through the exploration of science, children will have opportunities to develop a variety of skills. They include questioning skills and observation and inquiry skills. It is a way of discovering information about the natural world around them and helps children make better sense of their world. Through the discovery of science it is hoped that children will develop a caring and responsible attitude towards the environment.

Areas that can be explored include:

- * Living things
- * Matter and energy
- * Air, water and weather
- * The earth
- * Seasons
- * The universe

Mathematics

Mathematical thinking in young children emerges naturally when they notice size, shape and position and wonder about how long, how big and how much. They discover basic mathematical concepts in everyday experiences as they play at the water table, build with blocks and cook.

Mathematics is an important skill for children to learn because it can give them the ability to cope with the demands of everyday life. In early childhood it is important that each child is given the opportunity to start developing these skills which can guide their reasoning, help them to solve problems in their everyday lives, communicate and justify their ideas as well as to understand the ideas of others.

Mathematical content:

Classification: The capacity to distinguish attributes and to find similar objects. This gives a child the grounding that they need when they consider the relationships of different elements. Classification is the earliest stage of logical thinking and permits children to refine their guessing strategies.

Patterning: Provides solid foundations for later mathematical development, such as multiplication, the base - 10 numeral system, and sequences and series.

Counting & Numbers Children are encouraged to memorise number names; and finger plays, songs and rhymes will help do this. However the ability to recite number names in order from one to ten or more does not guarantee an understanding of what numbers mean. A number is not a name for something, it implies a relationship. For example, when counting a row of objects we try to show that two (2) means the first one we point to as well as the second.

Language Development

A child's use of language and stage of development contributes to their ability to communicate with others and use language for a variety of purposes. This can affect their self-esteem and confidence.

Appropriate language development enhances all other areas of a child's development. Therefore it is important that when planning for language development, the children's current language skills should be identified and forms the basis for planning. Areas the programme aims develop are: listening skills, speech, comprehension, communication and book awareness.

Visual Arts (Music, Drama, Art & Craft, Dance and Movement)

Visual arts are an essential part of the early childhood curriculum as it offers support to many other areas of the child's development. Visual

art situations provides children with opportunities to express themselves in different forms, explore new ways of communicating, be creative, make sense of their world and develop movement and musical skills.

Music

Children have opportunities to develop skills and appreciation of singing, playing, listening, composing and movement. They develop understandings about rhythm, beat, melody and other musical concepts.

Drama

Role playing, and spontaneous make believe plays give children the chance to express themselves, act out real life situations and interact socially with peers.

Art and Craft

Art and craft enables children to express and communicate ideas, thoughts and feelings in a visual form. It allows children to be creative, discover an awareness of a variety of materials and refine fine motor skills. Children will be offered a wide variety of experiences:

- * drawing
- * collage
- * painting
- * play dough
- * clay
- * construction
- * modelling

Dance and Movement

Dance and movement to music, allows children to respond to music through free expression and body movement. It helps develop balance, co-ordination, a sense of rhythm and appreciation of many different types of music and dance styles from other cultures.

Policies & Procedures

Sun Protection Policy

The aim of this policy is to develop a positive attitude toward skin protection and promote lifelong practices towards skin protection and reduce the incidence of skin cancer.

1. Hats are to be worn at all times during outdoor play. "No hat - no outdoor play". A child must wear his/her own hat. There is to be no borrowing of hats for hygiene reasons. The Centre hat is preferable.
2. We provides sunscreen that will applied before morning and afternoon play.
3. Children will be restricted from playing in the outdoor environment between 11.00am and 3.00pm (Eastern Daylight Saving Time) and 12.00pm and 2.00pm (Eastern Standard Time). Outdoor play will be scheduled around these times.
3. This Policy operates throughout the year.
4. Staff will role model to children by applying sunscreen themselves and wearing hats on playground duty.

Behaviour Management Policy

The centre's aim is to foster behaviours based on responsibility for one's own actions, as well as an understanding and appreciation of other people's needs rights and feelings. Behaviour Management helps children to understand the differences between what is acceptable behaviour and what is not. When a child is redirected, stopped or reprimanded the reason for this action is explained to the child. This assists the child to make judgements about what she/he can and cannot do. Limits and requests given without explanation can confuse a child or make them dependent on other people for information about what to do.

Child Protection / Mandatory Reporting Policy

Child Protection is everyone's responsibility. Government agencies can only provide services to children and their families if concerns about the welfare of children are brought to their attention.

Management and Staff at are recognised as Mandatory Reporters in the eyes of the law when it comes to the welfare of children and young people. This is the case with all healthcare workers such as doctors and nurses as well as teachers, social workers and childcare workers.

What this means is that, by law, management and staff must report any suspected cases where they have reasonable grounds to believe that the child is at risk of harm or significant risk of harm is defined as basic, physical or psychological needs not being met, parents unwilling or unable to arrange necessary medical care, physical or sexual abuse (or ill treatment), living with domestic violence and parents behaviour resulting in / or risk of serious psychological harm.

Management and staff will contact the Mandatory Reporting Hotline and inform the trained operator of their concerns. Management are not required to inform parents / guardians that a notification has been made – this is the role of FACS or Police.

The centre is willing to work closely with parents and appropriate resource people in all suspected cases.

Child protection is everyone's responsibility

<https://reporter.childstory.nsw.gov.au/s/>

Multicultural Policy

A dominant value of our society, as expressed in the Universal Declaration of Human Rights, is that all individuals must be treated with equal respect. Australia is a multicultural society where different ethnic groups should co-exist harmoniously, free to maintain and practise their language, religious beliefs and social customs, while recognising that all are equal as individuals.

- 1 We incorporate multicultural articles, clothes, pictures, books, songs and games in our playroom and programme as normal everyday experiences, without highlighting or drawing attention to anyone's nationality. We feel this approach reinforces the fact that we are similar/equal but at the same time we are all individuals.
- 2 All children are valued for their individual worth and this encompasses their ethnic origin and culture.
- 3 Awareness of the richness of cultural backgrounds is fostered as part of the daily programme.
- 4 Sensitivity of individual differences and the opportunity for learning and understanding about other cultures is an important part of the programme.
- 5 Parents are encouraged to **participate** and share some of their lifestyle with the children and staff.

Staff are made aware of any language or cultural requirements through the initial parent/teacher interview and enrolment form. This enables us to fully integrate the child and family.

Priority of Access Policy

Aim

For the centre to offer childcare services to the general community by implementing a priority of access order as detailed by the Department of Family, Community Services & Indigenous Affairs.

Explanation

As a centre registered with the Department of Family, Community Services & Indigenous Affairs the service must adhere to all policies and procedures as set out within the current Childcare Service Handbook. This includes Service Delivery – Priority of Access Guidelines, these guidelines ensure that when the demand for childcare exceeds the supply services are required to allocate places to those families with the greatest need for childcare support.

These guidelines apply to centre based long day care centres. They set out three levels of priority, which child care services must follow when filling vacant places.

Implementation

- Childcare positions will allocated using the following access guidelines:-

Priority of Access Guidelines

- **Priority 1:** a child at risk of serious abuse or neglect
- **Priority 2:** a child of a single parent or parents who satisfy the work/training/study test
- **Priority 3:** any other child.

Within these main categories, priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person

- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$45,114, or who or whose partner is on income support
- children in families from a non-English speaking background
- children in socially isolated families
- children of single parents.

A child care service may require a Priority 3 child to vacate a place to make room for a child in a higher priority group. They can only do so if the parents are:

- notified when their child first entered care that the service follows this policy
- given at least 14 days' notice of the need for their child to vacate.

This policy is sourced from:

https://www.dss.gov.au/sites/default/files/documents/05_2015/education_fact_sheet_16_final_-_will_my_child_be_given_priority_for_child_care_services_0.pdf

Parent Grievance Procedure

Our goal is to provide quality care for you and your child. In the event that our care does not fulfil all your expectations we encourage you to discuss the matter with the Nominated Supervisor or Director who will try to resolve the matter confidentially and professionally. The centre will document all grievances (verbal and/or the result of an informal or formal meeting) on a Concern/Complaint Reporting Form that will be filed in the centre Grievance Folder. The area of concern will be identified along with follow up strategies.

If a satisfactory result cannot be reached between parent, staff and Centre Management a Department of Education & Care Directorate may be contacted to facilitate a mutually satisfactory conclusion of any possible grievance. This matter will be discussed and all efforts will be made to resolve any issues. Please do not hesitate to voice any concerns. Our aim is to provide quality care for your child.

Your local Department of Education & Care directorate is located on:

1800 619 113

Ececdet.nsw.edu.au

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

Parent Consent Form – Parent Copy

As a parent I have read the **Parent Hand Book**, and understand and agree to abide by the contents.

Child's Full Name: _____

i) Medical Services Consent

In an emergency I give my consent to the Centre seeking medical or dental advice from the Doctors at Rockdale Medical Centre, and /or hospital and ambulance services, or assistance from some other person or body as nominated by me for my child. I accept liability for medical expenses incurred. I understand Ambulance costs are covered by the Centre's membership of the Health Commission of NSW Ambulance Service.

Signature : _____ Date : _____

ii) Sunscreen / Other Creams / Band-Aids

I consent to the centre applying Broad Spectrum Sunscreen on my child prior to outdoor play.

I consent to centre staff applying adhesive strips to my child's skin in the event that they suffer a minor injury. I am not aware of any allergic reaction to such strips.

I consent to the staff using nappy change & antiseptic creams that are purchased by the centre, for use on the children. Such creams include Zinc and Castor Oil Cream, Petroleum Jelly , Sorbolene Cream & Antiseptic Cream

Signature : _____ Date : _____

iii) Administration of Panadol / Paracetamol

I consent to Senior staff employed by the centre administering "Panadol" and/or "Chemists Own Paracetamol" to my child in the event that they develop a temperature in care . I understand that this will only be administered after verbal authorization is given by myself or another emergency contact on my child's enrolment form.

Signature : _____ Date : _____

iv) Payment of Fees

I agree herewith to pay all required fees at the beginning of each week of care. I agree to advise the centre in writing of my intention to withdraw with 28 days written notice. I understand that fees are payable for these 28 days. I understand that period of closure does not count as notice days. I understand that fees are payable for non-attendance due to holidays and sickness. I understand that fees are payable for all gazetted public holidays but not for period of closure. I understand that if my child does not attend on their last day of care that full fees will be charged as per the parent handbook.

Signature : _____ Date : _____

Director/ Manager: _____ **Date:** _____