

# PARENTS HANDBOOK



IMAGINATION | COLLABORATION | EXPLORATION | PARTICIPATION

## BANORA POINT EARLY LEARNING CENTRE

Quality Area 6 - Reviewed: December 2017

Opening Hours: 7:00am - 7:00pm  
38 Woodlands Drive  
Cnr Leisure and Woodlands Dr)  
Banora Point 2486

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F + 61 7 5524 4960  
E [banoraelc@gmail.com](mailto:banoraelc@gmail.com)  
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# WELCOME

Our parent handbook explains imperative information you will need to be responsive of whilst your child is in attendance at our service.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the service operates. You will be required to **sign and return the form** on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

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

## 1.1 Service Philosophy

At BPELC, our philosophy is based on the belief in shared knowledge and vision guiding our pedagogy. Our mission is to provide a genuinely family-oriented caring and inclusive learning environment. One of our most pivotal commitments to families at BPELC is to create an atmosphere where children feel respected, loved, and valued—a place where childhood is celebrated.

We believe each child is a unique individual in their own right and that their special abilities, interests and backgrounds are a very important contribution to the community. Our programs emphasise the capabilities of children as confident and competent.

We work with families to provide quality care and an educational program within a warm and secure environment.

We agree with the Council of Australian Government's vision that: "All children need to have the best start in life to create a better future for themselves and for the nation".

## 1.2 Service Information

Our service caters for children aged 6 weeks to 12 years. We are open from 7am to 7pm Monday to Friday (52 weeks of the year) and closed on NSW public holidays. Notice will be given in our newsletters and Facebook page when these days occur.

We have four classrooms:

Bilbies — 6 weeks to 2 years

Koalas — 2 to 3 years

Possums — 3 to 4 years

Wallabies — 3.5 to 5 years (transitioning to school)

Emus (before and after school care and vacation care for school age children up to 12 years)

## 1.3 Contact Information

Phone: 07 5524 9959

Email: [banoraelc@gmail.com](mailto:banoraelc@gmail.com)

Website: <https://www.banoraelc.com.au/>

Service Providers: Lecaja Pty Ltd (Brett and Jerrylene Hillman)

Service Director: Jerrylene Hillman

Certified Supervisors: Adam Ellis, Hannah Evans, Kristy Kearney, Gisleini Martensen, and Evelyn Dixon

Early Childhood Teacher: Jerrylene Hillman, Holly Bujawe, and Antoinetta DeSantis

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# PARENTS HANDBOOK

## 1.4 Regulatory Authorities

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

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

Early Childhood Education, NSW Department of Education	W <a href="http://www.education.nsw.gov.au/early-childhood-education">www.education.nsw.gov.au/early-childhood-education</a> E <a href="mailto:ececd@det.nsw.edu.au">ececd@det.nsw.edu.au</a> T 1800 619 113 F (02) 8633 1810
Australian Children’s Education & Care Quality Authority	W <a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a> T 1300 422 327 A PO Box A292, Sydney, NSW 1235



# OUR COMMITMENT

## 2.1 Goals for your child at our Service

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

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. We will create a range of short and long term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

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

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

## 2.2 Our Team

Jerrylene Hillman	Approved Provider/Owner, Nominated Supervisor, Early Childhood Teacher
Brett Hillman	Approved Provider/Owner
Antoinette De Santis	Early Childhood Teacher
Holly Bujawe	Early Childhood Teacher
Adam Ellis	Diploma in Children Services/Certified Supervisor
Hannah Evans	Diploma in Children Services/Certified Supervisor
Kristy Kearney	Diploma in Children Services/Certified Supervisor
Gisleini Martensen	Diploma in Children Services/Certified Supervisor
Evelyn Dixon	Diploma in Children Services/Certified Supervisor
Naomi Brees	Certificate 3 in Children Services (studying Diploma in Children Services)
Rhianna Whittle	Certificate 3 in Children Services (studying Diploma in Children Services)
Tanya Zivkovic	Certificate 3 in Children Services (studying Diploma in Children Services)
Jaycel Bujawe	Certificate 3 in Children Services (studying Diploma in Children Services)
Gabby Chioatto	Certificate 3 in Children Services (studying Diploma in Children Services)
Rachel Goh	Studying Certificate 3 in Children Services



# OUR COMMITMENT

## 2.3 Educational Program

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

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

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

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

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

## 2.4 Early Years Learning Framework

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

### Belonging

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

### Being

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

# OUR COMMITMENT

## Early Years Learning Framework cont.

### Becoming

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

#### Outcome 1: Children have a strong sense of identity

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

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

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

#### Outcome 3: Children have a strong sense of wellbeing

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

#### Outcome 4: Children are confident and involved learners

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

#### Outcome 5: Children are effective communicators

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

# OUR COMMITMENT

## Physical Play

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

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

## Sustainability

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

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

## 2.5 Portfolios

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

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

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

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



# FEE STRUCTURE

## 3.1 Fees and Payments

### Fees

Before CCB and CCR has been applied, our fees are:

Bilbies and Koalas (0-2 yrs)	\$90.00/day
Possums and Wallabies (3-5 yrs)	\$85.00/day
Before School Care	\$25.00/day
After School Care	\$35.00/day
Vacation Care	\$85.00/day

N.B. a daily discount is given to children who attend full-time.

Please call us with your CCB percentage and number of eligible hours and we can work out your estimated fee. If you don't have a CCB percentage, please call the Family Assistance Office (FAO) on 13 61 50.

On enrolment we will need the CRN for both yourself and your child so we can confirm and register attendance and ensure that you are receiving the maximum entitlement.

### Payments

- Fees are charged on a per day basis.
- A \$100 refundable Bond and \$50 non-refundable Administration Fee is to be paid on enrolment.
- At the end of care the \$100 Bond will be refunded by cheque or applied to invoice when 2 weeks notice is given.
- Fees must be paid regularly to maintain credit balance.
- Fees must be paid by Direct Debit (Bill Buddy services), unless arrangements have been organized with our Nominated Supervisor.
- Family accounts/invoice are issued weekly.
- Fees are payable for SICK DAYS.
- Half Gap fees for PUBLIC HOLIDAYS.
- Annual Holiday Leave and Half Gap Fee Request for maximum 4 weeks attendance pattern per financial year (subject to pro-rata conditions and account nil fees outstanding) is available (form provided).
- Notice for holidays is required.
- Termination of care or reduction of booked days requires **TWO WEEKS** notice in writing (form provided).

In order to streamline our Services, our Centre utilises “**Bill Buddy**” for direct debit payments. A form will be provided upon enrolment. Payments are required weekly unless arrangements have been organized with our Nominated Supervisor.

Family Statements are sent out Tuesday each week, through Email (email if one has been provided) or a paper statement is placed in child's bag. Family Statement balances are not permitted to accumulate in excess of your weekly amount. Where fees are not paid in full each week we will discuss your options which may include your child's place being withdrawn until your account is brought up to date.

# FEE STRUCTURE

## 3.2 Child Care Benefit (CCB) & Child Care Rebate (CCR)

A family subsidy (Child Care Benefit) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee at the end of the financial year. Every family regardless of their income is entitled to this assistance.

The Child Care Rebate covers 50% of out of pocket expenses up to a maximum amount each year. The Child Care Rebate is not income tested. If you are claiming Child Care Benefit you are eligible for the Child Care Rebate if you meet a "work study test". We strongly recommend that the CCR be paid directly to the service to gain the maximum reduction of your fees.

Please note that from 2 July 2018, there will be a new child care package that includes a new Child Care Subsidy to replace the current child care benefit and rebate. It will be paid directly to services, and will make child care more affordable for most families. There are brochures at the front desk available if you want to find out more.

## 3.3 Make-up and Swap Days

We have a make-up day policy in place to support families and to help maintain a healthy environment. All children are entitled to make-up and/or swap days within the same week (if vacancies are available). To register for a make-up/swap day, please inform the Service that your child will be absent/swapping days not later than 8:30am on the affected day.

This allows the Service to contact other families on a waiting list for available days. If you fail to ring by 8.30am and your child is absent, no make-up/swap day will be earned for your child. If you choose to accept a placement as a make-up/swap and fail to arrive that day, the standard fee for the day will apply. This policy is also in place to help minimise illness in the Service. If your child is sent home sick from the Service, no make-up day is allocated.

The only days not approved for make-up and/or swap are public holidays, where the standard fee will apply for that day.

## 3.4 Service Closing Time and Late Fees

Please be aware the Service closes at 7:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 7:00pm. A late fee is incurred for children collected after 7:00pm.

The fee is \$30 per child for every 15 minutes or part thereof and will need to be paid directly to the Educators involved, as they are working in their own time. The late fee is strictly adhered to, as two staff members are required to remain at the service until all children are collected.

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

# SERVICE POLICIES AND PROCEDURES

## 4.1 Accidents and Incidents

Our educators take a proactive approach to safety at our Centre and conduct thorough risk assessments of all play areas so that effective supervision strategies are in place and each child can feel safe and free to explore their environment.

At all times educators are present in the service that hold Senior First Aid qualifications including asthma and anaphylaxis training. Should an accident or sudden illness occur educators will immediately commence first aid and you will be contacted to collect your child or in emergency situations advised of the plan of action regarding further medical treatment.

If, in an emergency, you or your authorised nominee cannot be contacted the Nominated Supervisor will provide the ambulance officers with information regarding your child and a team member known to the child will accompany your child to the hospital and stay until you arrive. Full documentation of the incident will be made.

## 4.2 Health and Hygiene

Children and educators are actively encouraged to practice good personal hygiene at the service. We believe that this helps to minimise any instance of illness at the service. We also believe that if your child is ill, the best place for them is to be at home where they can recover faster.

If your child presents signs of illness, the nominated supervisor may advise that they are not well enough to participate in daily activities. We will ask you to make alternative arrangements until they are well, the exclusion period has ended, and/or medical advice has been sought (you may be asked to provide a medical clearance letter before your child can return).

Should your child become ill at the service observation, documentation and first aid will commence and you may be contacted to collect your child from the service and seek further medical advice (please note that panadol is not regarded as a first response and can only be administered in emergency situations and with prior written parental consent). **It is important that you read the service's medication policy carefully to know the guidelines for educators to administer medication to your child including panadol, prescription and non-prescription medication.**

A list of common infectious illnesses, their exclusion periods and policies and procedures related to illness and minimising the spread of infectious diseases are available in the Centre foyer.

## 4.3 When should I not send my child to the Centre?

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

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

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

Please do not bring your child to the Service if they display any of the above symptoms

# SERVICE POLICIES AND PROCEDURES

## 4.4 Immunisation and Medication

### Immunisation

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

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR). Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

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

For an up to date immunisation schedule, please refer to your enrolment pack.

### Medication

If your child requires medication whilst in care, a medication record must be filled in and signed by a parent. The medication must be in original packaging and accompanied by a prescription label / doctor's letter (for non prescription medication) which states who the medication is for and the dosage. Medication must be handed to a staff member and will be stored in a locked cupboard. Under no circumstances is any type of medication to be left in children's bags. Please refer to the Medication Policy for further information.

### Allergies or Asthma

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

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

# SERVICE POLICIES AND PROCEDURES

## 4.5 Emergency Evacuation

Emergency evacuations as well as lockdown procedures are regularly practiced and the centre has individual plans in case of local emergencies, including cyclones, floods and bushfires etc. Fire extinguishers are strategically located throughout the Centre. As part of our fire safety measures all children in attendance at the Centre are noted from the attendance sheet. Each child is identified during a fire drill. This is why it is important to ensure that you sign your child 'IN' and 'OUT' of the Centre each day.

## 4.6 Children's Safety

- ✓ Never leave children unattended in cars while collecting children from the Service.
- ✓ Car parks are dangerous places for children. Always hold their hands when arriving and leaving.
- ✓ Never leave a door or gate open.
- ✓ Never leave your children unattended in a room.
- ✓ Children are not permitted in the kitchen and laundry areas.

## 4.7 Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All educators hold First Aid qualifications, a Working with Children Check completed and attend monthly educators' meetings.

Our educators are continually evaluating how our curriculum meets the educational needs of our children, and reflecting on ways to improve learning and development. They are encouraged to attend further professional training and development.

## 4.8 Confidentiality

All information will be treated as confidential unless informed otherwise. Such information may include family, social, health, staff and other issues.

Storage of current records in BPELC are held in either the lockable office, in the ELC's computer system or in the case of program and developmental records in the individual rooms to enable staff access and reference.

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

## 4.9 Complaints Procedure

Please let us know if you are unhappy with any aspect of the service we provide for you and your child. If you have a complaint or concern you may discuss your problem with the relevant educator and/or Centre Director. We have a grievance procedure if you would like to formally raise any concerns.

You are also entitled to direct your complaints to the relevant regulatory authorities (see 1.4 for contact information).



# DAILY PARENT INFORMATION

## 5.1 Parent Participation

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

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

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

### Family Skills, Interests, and Talents

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

### Your Occupation or Hobby

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

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

### Your Home Culture

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

### Reading (tip: especially good for grandparents to get involved)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.

### Recyclable Items

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

### Special Events

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

# DAILY PARENT INFORMATION

## 5.2 Communication

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

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

- Newsletter
- Phone calls to your work
- Emails
- Letters
- Face-to-face
- Daily reports on KidsXap
- End of year interviews
- Formal meetings

## 5.3 Arrival and Departure

Our doors open at 7:00am. For safety and security reasons, ALL children must be signed in and out of the Centre every day they attend. This is a legal requirement that we must follow. These records are used in case of emergencies and for the calculation of the Child Care Benefit. If a child is away, ill or on holidays the corresponding days must be signed by parents/guardians.

On arrival at the Centre you are asked to do the following:

1. Sign in using Kidxsap. A device is located in the Centre Foyer, wherein, a parent or guardian can sign in and out your child
2. Present your child to the educator in charge

No child will be released into the care of any persons who are not stated on the enrolment form or not known to team members. If team members do not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are the person authorised to collect the child on the enrolment form. Prior arrangements can also be made with the Nominated Supervisor.

### Sun Protection

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 50+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately, or alternatively you can apply they sunscreen the Service provides when you arrive.

### Sun Hat

A sun protective hat must be worn every day when playing outside for protection against the sun. Hats that are broad brimmed or legionnaires are essential for effective sun safety. Please make sure to include it in your child's bag every day regardless of the weather conditions.

# DAILY PARENT INFORMATION

## Court Orders

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

## 5.4 Preparing your child for Day Care & Kindergarten

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

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

We suggest purchasing the following books you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

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

## 5.5 Saying Goodbye

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

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye.

This gains trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured that we will ring you if your child is distressed.

# DAILY PARENT INFORMATION

## 5.6 What to bring to the Service

### Backpack

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

### Lunch (we provide fruit, crackers and cheese for morning and afternoon tea)

Lunch can be sent in either a Lunch Box/Bag or if you prefer a small container, **clearly labelled with their name**. Also include one drink bottle - again with their name on it. Lunch boxes are to be placed into the fridge in your child's room.

As all lunches must be placed into the fridge in each room, please do not send it in a cooler bag as these are not effective in the fridges. We also ask that you think about your child's ability to unwrap their lunch. Educators can provide tips to make this easier for your child.

Toddlers	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese, and alternatives	Allowance for additional serves from any food group*
Girls and boys 1-2 years	2-3	0.5	4	1	1-1.5	0
Girls and boys 2-3 years	2.5	1	4	1	1.5	0-1
Girls 4-8 years	4.5	1.5	4	1.5	1.5	0-1
Girls 9-11 years	5	2	4	2.5	3	0-3
Boys 4-8 years	4.5	1.5	4	1.5	2	0-2.5
Boys 9-11 years	5	2	5	2.5	2.5	0-3

We try to encourage a healthy lunch at the Service so only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. We prefer that sweet biscuits, cakes, chips, lollies, roll ups, are not sent as part of your child's lunch.

Due to the allergic reactions experienced from food items containing nut products, BPELC has implemented a "Nut Free" zone, to ensure the safety of the children attending the centre. If your child is diagnosed with anaphylaxis, a medical management plan, which your children's medical practitioner has prepared will need to be provided with your enrolment form.

## Parent Acknowledgement

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

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

<b>Family Name</b>	
<b>Parent Name</b>	
<b>Child/ren's Name</b>	
<b>Parent Signature</b>	

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


Have you completed the orientation evaluation? Please circle

Yes/ No