



Parent Handbook

Welcome to Hamilton House Early Childhood Centre. We trust that your child's stay with us will be a rewarding and positive experience.

Quality Area 6: Collaborative partnership with families

07 3868 3081
www.hhecc.com.au





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Welcome Message



Our team consists of a Qualified Teacher, Early Childhood Educators and a Centre Director dedicating their time each day to ensure that each child's experience with us is a happy one, filled with exciting learning experiences and opportunities to grow and develop.

The parent handbook aims to introduce you to the policies and procedure for our Centre. You are welcome to visit the Centre to view your child at play and observe and discuss the many experiences and programs with the staff.

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We pride ourselves on the educational facility and the friendly atmosphere we create for our families by aiming to deliver a positive, safe, caring and stimulating environment that meets the individual needs of each child and that of their families. We believe that play based learning is essential to children's development and fosters every aspect of the whole child:

- Belonging - "children belong first to a family, a cultural group, a neighbourhood, and a wider community"
- Being - "childhood is a time to seek and make meaning of the world"
- Becoming - "emphasises learning to participate fully and actively in society"

It is important that we embrace each family's expectations and circumstances by respecting their views regardless of gender, race, cultural background, religious beliefs and intellectual or physical ability. Parents are, and always will be the primary influence over their child. It is our responsibility to work with parents, as partners, towards achieving individual goals for their children

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

Contact Information

Phone: (07) 3868 3081

Email: hamiltonhecc@gmail.com

Website: www.hhecc.com.au



Service Philosophy

At Hamilton House we believe children learn best through play. By providing an environment that is caring, supportive and inclusive of all children and families, children are able to draw meaning from the world around them. We strive to ensure everyone has a sense of belonging as we guide children through these important years to become life-long learners.



Service Goals

For our children: Support the social and emotional wellbeing of the children in our care as we endeavour to build respectful and meaningful relationships with them.

Build strong connections between home and care. Ensure open ended and equal choices are available for all children.

Provide a safe caring environment.

For our families: Support families by providing an easy transition into care.

Provide affordable care and a welcoming environment. Encourage active involvement in their children's learning and development.

For our staff: Support each educator's experiences, backgrounds and diversity. Utilise our wealth of knowledge, cultures and passion for early childhood education.

For our community: Maintain positive connections with local business, schools and programs. Promote understanding of the importance of early years education and care to the wider community.

Service Information



Hamilton House Early Childhood Centre is privately owned and operated. The centre holds a service approval issued by the Department of Education and Training under the Education and Care Services National Regulations 2016.

Hamilton House Early Childhood Centre is a 37 place Centre and opens from 7.00am to 6:00pm, Monday to Friday, fifty-two weeks per year, closing only for public holidays.

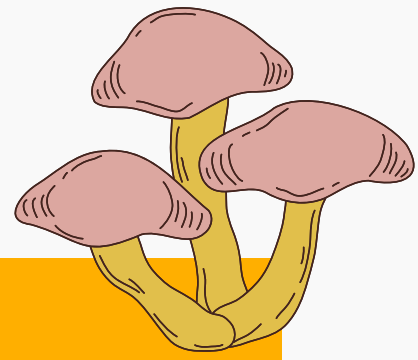
We are a purpose built childcare facility, a beautiful 1940's house which ensures a spacious indoor and outdoor learning environment which have been designed to enable children to participate in all areas of the program within their developmental levels. We are also air conditioned and have a newly refurbished playground area.

Our centre provides a high quality long day care and educational programs for children aged 6 weeks to 6 years that meets the needs of the families within our community.

It is our goal to work in partnership with families in the care and education of their children at a most important stage of their early years of development. Our open- door policy welcomes parent participation and involvement in the centre.

The Department of Education, training and employment is our Licensing body and we have a responsibility to ensure all regulations are adhered to. We provide fresh food, all nappies and sunscreen.





Learning Rooms

We have three learning rooms at our facility:

0 - 2 years - Nursery

18 months - 3 years - Junior Kindy

3 - 5 years - Kindy



Fees and Payments



Fees

Our fees vary between age groups.

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

Childcare Subsidy (CCS)

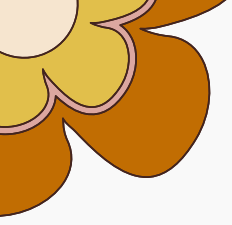
Childcare Subsidy aids families to help with the cost of childcare for children aged 0-13 years. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- **Combined annual family income**
 - **Activity test** – the activity level of both parents.
 - **Service type** – type of childcare service and whether the child attends school
- Families who wish to receive Childcare Subsidy as reduced fees must apply through the MyGov website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee'.

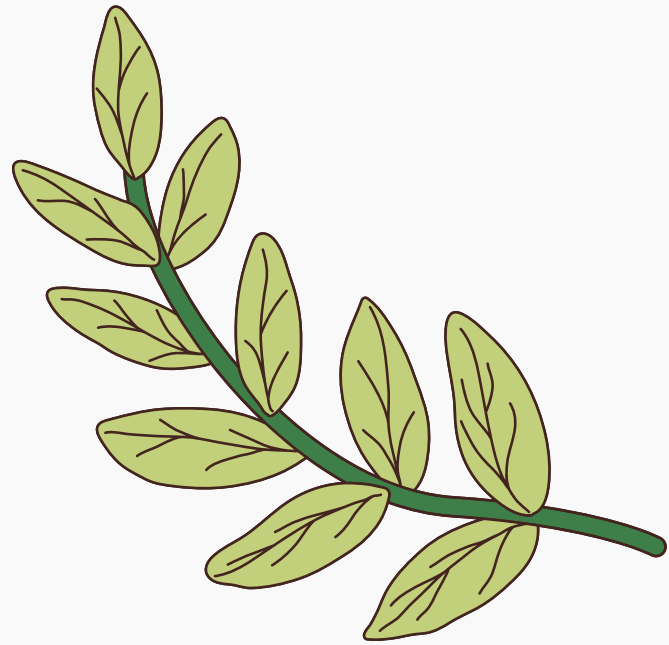
Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).





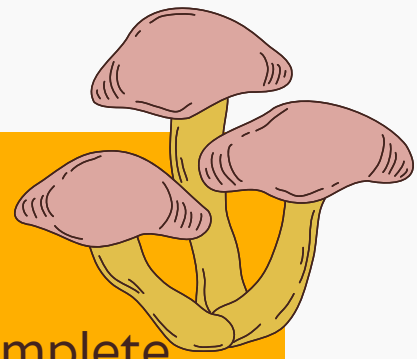
Statement of Fees



Each week we will send you a statement via email before your weekly debit. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the Nominated Supervisor as soon as possible. Families are provided with access to our CCS Software to access account information. Each family will be provided with individual log in details, families are reminded not to share passwords or log in details. Families are encouraged to check statements and invoices for any changes to CCS entitlements.



Payment Methods



Parents/guardians are required to complete a Direct Debit form upon enrolment. Fees will be deducted fortnightly.

Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

An eftpos machine is also available at the centre.

Fees in arrears/ Financial Support



Should fees still be outstanding after three weeks, the centre reserves the right to suspend/withdraw your child's enrolment if your account is overdue.

If you are experiencing financial hardship, please speak to the Nominated Supervisor or Director. Additional Child Care Subsidy (ACCS) may be available to support your family. We may be able to organise a payment plan before your fees go into arrears.





Allowable Absences

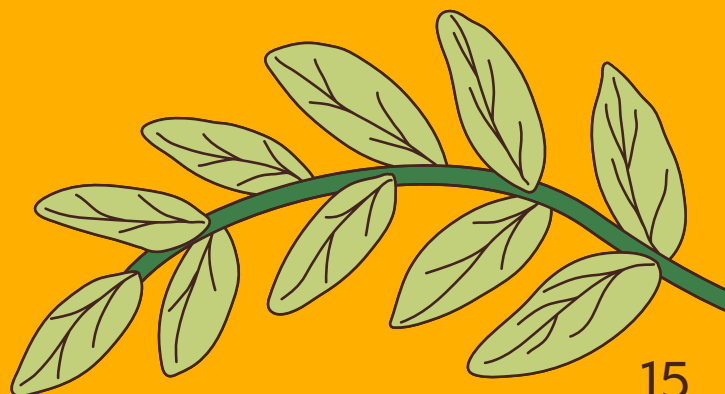
You can be paid by CCS for any absence from the approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child normally have attended the service on that week day, and full fees will be charged for that day for the child. You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#).



Holiday Discount

Families are offered a holiday discount for up to 2 weeks of care per financial year. Please note length of enrolment prior to holiday must be a minimum of 3 months, families need to provide written notification two weeks in advance to apply for the discount (50% discount on the gap fee). Fee payments must be up-to-date, and the full week is to be taken to receive the holiday discount. Public holidays and absences will be charged full fees.






Enrolment information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the enrolment fee of \$50.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated or certified supervisor of any changes to enrolment information including:

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



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



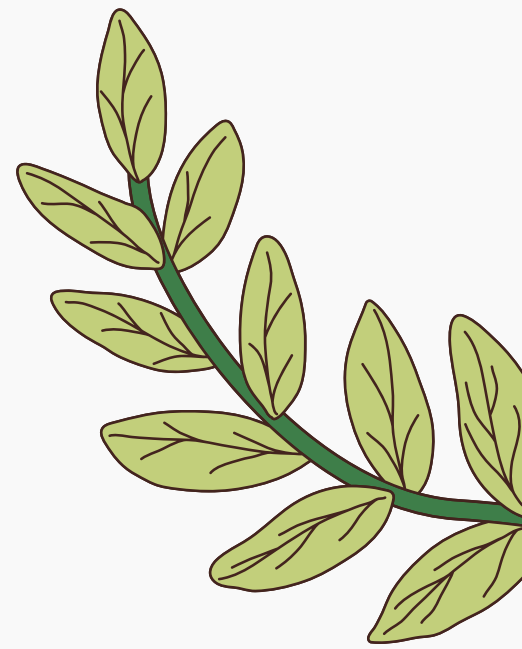
Cancellation or changing of booking

Two (2) weeks' notice in writing is required if you wish to:

- cancel your child's care, or
- change your child's booked days.

Due to operational requirements, changes cannot be made on a temporary basis, i.e. reducing days over holiday periods etc.

Casual long day care bookings (e.g. additional days) may be available at times, please check with the Centre Manager at the centre.



How we work

The following section details how our goals for your child whilst at service and how we intend to meet them with parental participation. We pride ourselves in upholding high educational standards as set by The Department of Education.

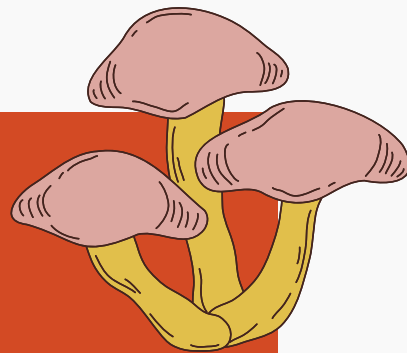
Goals for your child at our Service

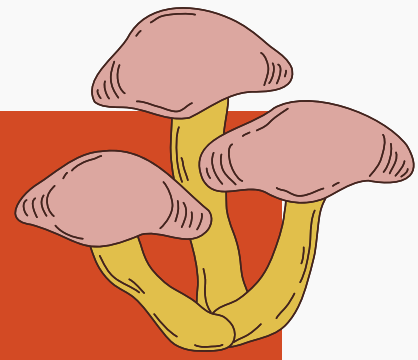
"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

Maria Montessori

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

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





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

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

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





Educational Program

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

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

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

We know that children learn effectively through play and 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.



Early Years 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 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.

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.



Outcomes

Outcome 1: Children have a strong sense of identity

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

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

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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



Outcome 5: Children are effective communicators

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



Portfolios



Every child will have a personal, confidential portfolio on xplor comprising of;

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Every child will also have a personal portfolio comprising of;
 - Work samples
 - Checklists
 - Artwork

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

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



Parent Participation



The Service has an Open Door Policy and actively seeks and encourages families to be 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.

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 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 Dealing with complaints 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 the office and parent library. 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. Here are just a few ideas.

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 (especially good for grandparents)
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 eager to join in!

Suggestions

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

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

Communications

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 / Emails
- ✓ Face to face
- ✓ Family weekend forms
- ✓ Mid-year and End of year information sessions



Regulations



Regulatory Authorities

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

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

Early Childhood Education and Care

13 QGOV (13 7468) *Calls from mobiles charged at applicable rates.

Website: www.qed.qld.gov.au

Email: ecec@qed.qld.gov.au

(please include your contact phone number in your email)

Complaints



You are encouraged to participate in children's programs, to provide suggestions, feedback and reflection on program practice. If you have a concern or complaint regarding the care and education of your child, this complaint will be treated seriously and investigated within 24 hours. Children's services must notify the Department of Education and Training (DET) in writing within 24 hours after a complaint is made if the complaint alleges:

- the health, safety or wellbeing of any child being cared for or educated by the children's service may have been compromised, or
- a contravention of the Act or these Regulations

You are advised to: 1. Raise the issue with room educators who will follow up the matter. 2. If the room educator cannot resolve the matter to your satisfaction, you may contact the Centre Manager on 3868 3081. 3. If the Centre Manager cannot resolve the matter to your satisfaction, you may ask for the contact details of the Approved Provider.

You may also discuss complaints with the Department of Education and Training.







Service Closing Time and Late Fees

Please be aware the Centre closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the service until all children are collected.



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

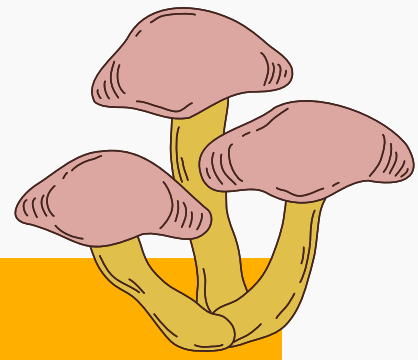


Confidentiality



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

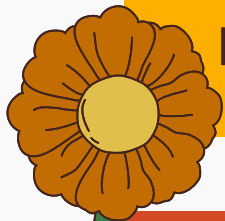
In order to plan programs with you we need to collect information from you. This information helps us to work in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not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



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.

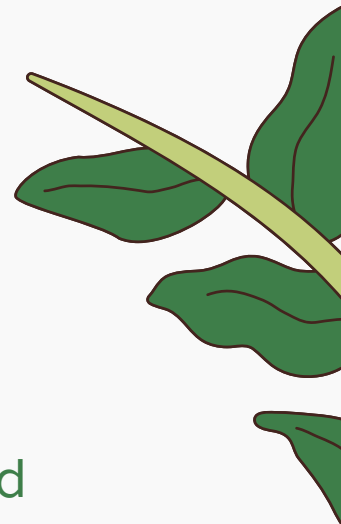


Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure on the sign in hub . The times must be noted as per regulations. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.



Service Policy and Procedure



You will find a copy of our service policies and procedures in the foyer office. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abiding by the National Law and Regulations.

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

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



Our educators



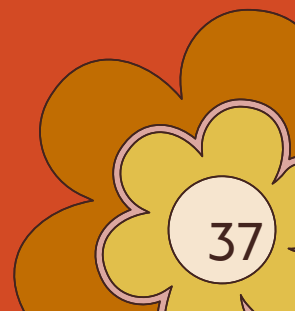
Our Educators are experienced and dedicated to Early Childhood Education and Care. All Educators hold an Early Childhood qualification or are working towards an Early Childhood qualification. Our Lead Educators are experienced in both the development and implementation of quality Early Childhood programs.

Educators are encouraged to continue their education and extend their knowledge of early childhood development via In-service training sessions throughout the year that cover a wide variety of child related issues. This assists with the provision of high quality, consistent care for the children by our service.

Quality Care

Our centre believes that continuity of care is important for children to feel safe and secure whilst attending the centre. Our Educators, together with our values and beliefs provide the foundation for us to deliver high quality care to our children and families. We are dedicated to the individual needs of each child and their family as a whole.

Our centre encourages children to learn through play and everyday experiences. Our educators develop a curriculum that ensures the most appropriate care and education applied for each child to promote development and growth. We encourage children to have fun and build friendships in a safe, secure and well supervised environment



Preparing your Child for Care



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 lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

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

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

Saying goodbye

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

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



What to bring

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled. Please include some sheets for rest time and a water bottle with their name clearly labelled

Clothing

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

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

Spare clothes

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

Breastfeeding

This service supports breastfeeding. Families that are breastfeeding should speak to the nominated or certified supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our nominated or certified supervisor to be aware on how we need the formula prepared and stored.



Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean and quiet area for mothers to breastfeed their infants or express breastmilk.

Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as they grow. Please refer to our Breastfeeding Policy

Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home (unless for show and tell or something similar). This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

Behaviour Guidance

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

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

Rest and Sleep

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

Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes are provided as this reduces the major allergy risks associated with most other cakes. Families can discuss cake options with educators prior to the celebration.

Family Photo

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

Sun Safety

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



Health & Safety

In order to keep children safe, please read the following section to ensure we can continue to be a safe environment for your children.



When should I not send my child to service?



Our service is a busy and demanding day for the bodies and minds of our children. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care. To try and prevent the spread of disease, please monitor your child's health and watch for:

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

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

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

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

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

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



Infectious Diseases

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

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.



Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

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



Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Subsidy 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 the parent notice board.

Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen®), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our service to transport your child or arrange transportation for your child. This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.



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Medications

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

Medication can only be administered to a child by Educators from its original packaging with a pharmacy instruction sticker.

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

Medical conditions - Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).



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Accidents

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

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

Excursions/ Regular Outings

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing. Authorisation for regular transportation and regular outings will be gained once every 12 months or whenever any of the circumstances of the transport may change.

Emergency Drills

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



Workplace Health and Safety

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

Educator Ratio and Qualifications

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

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

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



Thank You

We believe you and your child will enjoy your time at our Centre and hope this information has helped you to understand all about our service.

Please remember your support and feedback is vital. Please let us know if there is anything contained in this handbook that you have concerns with or if you feel there are any areas that require additional information.

We thank you for your support and interest; we look forward to getting to know you and your child over your enrollment in our Centre.

Disclaimer

Whilst every care has been taken in the preparation of this handbook, the Centre Licensee and all employees thereof accept no liability for any inaccuracy or omission. The information contained in this Parent Handbook has been provided to give you information about the Centre. The Centre owner reserves the right to make alterations to the information included in the handbook.

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