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**Grenfell Preschool**

**& Long Day Care Centre**

**Parent Information Booklet**

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**The Committee and Staff wish to extend a warm welcome to all parents, relatives and friends who have a child enrolled at our Centre.**

**We sincerely hope that you and your child will have a happy and satisfying association with our service and feel welcome at all times.**

**We look forward to meeting and working with you.**

# 1. Introduction

Grenfell Preschool has operated from these premises since 1964, providing an educational service for children aged from 3 to 5 years. In 2000, the State Government provided an excellent opportunity for a Long Day Care Centre to be built, adjoining the Preschool.

Grenfell Preschool and Long Day Care Centre was established through a joint strategy between the Department of Education and Communities (formerly known as the Department of Community Services) and the Department of Community and Justice (formerly known as the Department of Family and Community Services).

Grenfell Preschool and Long Day Care Centre opened in June 2001. In June 2002, the Centre converted most of its Preschool placements to Long Day Care in order to make fees more affordable to the general community. State funded preschool placements are still available per day.

The Centre is administered by a volunteer Management Committee. Our primary aim is to provide high quality care for children, meeting the diverse and changing needs of our local community.

Our Centre provides three quality Early Childhood Programmes. We have three playrooms operating during school term. The Rainbow Room caters for 0 to 3 year old children, the Garden Room caters for 3 to 4 year old children and the Star Room caters for 4 to 5 year old children. All children are combined in the Rainbow room from 8.00am - 8.30am and from approximately 5:00pm - 6.00pm. The centre also provides before and after school care, and they have their own room called the WOOSH Room.

The Centre is open for 10 hours. Operation hours are 8.00am - 6.00pm. The Centre is licenced for 70children a day with ages ranging from 6 weeks to 12 years.

In addition, on Mondays, Tuesdays, Wednesdays and Fridays we operate the Weddin Mobile Preschool Service to the Caragabal and Quandialla areas which is held at the Quandialla Public School on Monday and Wednesday and at the Caragabal Public School on Tuesdays and Fridays. This is available to children aged 2 ½ to 5 years from 9.15am - 3.15pm during school terms.

The Centre is open 50 weeks of the year. It is shut down for two weeks at Christmas time to enable staff to take their annual leave. We are closed on weekends and public holidays. On the first day back for the year we have a student free day to allow staff to set up their rooms and for annual orientation.

##  National Quality Standards

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of children’s lives are very important for their present and future health, development and wellbeing.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services through:

1. the *National Quality Standard for Early Childhood Education and Care and School Age Care (‘National Quality Standard’)*
2. a national quality rating and assessment process
3. streamlined regulatory arrangements
4. a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children’s Education and Care Quality Authority (ACECQA)—to oversee the new system.

The new system replaces state and territory licensing and quality assurance processes.

**Effective date**

The National Quality Framework took effect on 1 January 2012, with key requirements being phased in over time. Requirements such as qualifications, educator-to-child ratios, and other key staffing arrangements will be phased in between 2012 and 2020.

**The national legislative framework**

The National Quality Framework is underpinned by the *Education and Care Services National Law (‘National Law’)* and *Education and Care Services National Regulations (‘National Regulations’).* Together they set the *National Quality Standard* and the regulatory framework for most long day care, preschool/kindergarten, family day care and outside school hours care services in all states and territories.

The *National Law* provides objectives and guiding principles for the National Quality Framework.

In making decisions about operating education and care services and working to achieve the *National Quality Standard* to improve quality at services, the guiding principles of the National Quality Framework apply. These principles are:

1. The rights and best interests of the child are paramount.
2. Children are successful, competent and capable learners.
3. Equity, inclusion and diversity underpin the framework.
4. Australia’s Aboriginal and Torres Strait Islander cultures are valued.
5. The role of parents and families is respected and supported
6. Best practice is expected in the provision of education and care services.

**The National Quality Standard**

1. The *National Quality Standard* sets a national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their child. The *National Quality Standard* is a key aspect of the National Quality Framework**.** It brings together the seven key quality areas that are important to outcomes for children.

**How the National Quality Standard was developed?**

The development of the *National Quality Standard* was informed by research on best practice and the way in which high-quality education and care contributes to positive outcomes for children. The Organisation for Economic Co-operation and Development identifies aspects of quality critical to the provision of early childhood education and care services. These aspects include educational concept and practice, structural quality, interactions between educators and children and targeting services to meet the needs of families and local communities. These aspects of quality are reflected in the *National Quality Standard*.

**Approved learning frameworks**

For the first time Australia has a *National Quality Standard* linked to national learning frameworks that recognise children learn from birth. These are:

1. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (‘Early Years Learning Framework’)*
2. *My Time, Our Place: Framework for School Age Care in Australia (‘Framework for School Age Care’).*

These frameworks outline practices to support and promote children’s learning

**Early Years Learning Framework**

The *Early Years Learning Framework* guides educators in developing quality programs for children. It describes the early childhood pedagogy (principles and practice) and the outcomes required to support and enhance young children’s learning from birth to five years of age, including their transition to school.

**Framework for School Age Care**

The *Framework for School Age Care* builds on the *Early Years Learning Framework* and extends the principles, practice and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.

The *Framework for School Age Care* exists to ensure that children in school age care have opportunities to engage in leisure and play-based experiences that are responsive to the needs, interests and choices of the children attending the service and that contribute to their ongoing development. It provides guidance to educators working with school age children in outside school hours care, long day care and family day care settings.

## Management Committee

**President:** Rachael Conron

**Vice President:** Belinda Mawhinney

**Secretary:** Francis Taylor

**Treasurer:** Eloise Hinde

**Ordinary Members:** Fiona Cations

 Amanda Protheroe

 Emma Wildsoet

## Staff

**Director/Authorised Supervisor**

Sharon Grant is the Director/Authorised Supervisor and is responsible for the day-to-day management of the Centre and works in the office from 8.00am to 4.00pm every day. Sharon holds a Bachelor of Teaching in Early Childhood Education and a Diploma of Management and is available to teach in any of the rooms when required.

**Administration Officer**

Lorraine Harveyson works fulltime in the office from 8.00 am to 4:00pm. She is responsible for the day-to-day administration of the Centre, including the accounts.

**Educators**

Sharon Grant is a qualified Early Childhood teacher and works 5 days a week

Emily Lynch is a qualified Early Childhood teacher and works 3 days a week

Ashleigh Mitton is a qualified Early Childhood teacher and works 3 days week

Melissa Lutherborrow is a qualified Early Childhood teacher and works 3 days a week

Tracey McKellar is a qualified Early Childhood teacher and works 2.2 days a week

Laraine Bland holds an Associate Diploma in Child Studies and works 5 days a week

Kim Durham holds an Associate Diploma in Child Studies and works 3 days a week

Katie Ryan holds an Associate Diploma in Child Studies and works 3 days a week

Jenny Daley holds an Associate Diploma in Child Studies and works 5 days a week

 Byanca Curl holds an Associate Diploma in Child Studies and works 5 days a week

Zovi Armstrong holds a Certificate III in Child Studies and works 4 days a week

Wendy Bowerman holds a Certificate III in Child Studies and works 5 days for 5 hours a day

Jillian Causer holds a Certificate III in Child Studies and works 5 days a week

Lyn Hewen holds a Certificate III in Child Studies and works 5 days a week

Melinda Hewen holds a Certificate III in Child Studies and works 5 days a week

Jamie Miles holds a Certificate III in Child Studies and works 3 days for 5 hours a day

Belinda Stevens holds a Certificate III in Child Studies and assists 4 days per week at the Weddin Mobile Preschool Service.

Natalie Cotter holds a Certificate III in Child Studies and works 5 days a week

**Casual Workers**

Teachers –Melissa Lutherborrow, Sally Metcalfe, Dean Cawthorne and Tracey McKellar

Child Care Educators – Rebecca Smith, Helen Smith, Mandy Reid, Cassie Griffin, Sally Dunn, Sheridan Bowden, Tamara Glasheen, Michelle Burns, Micaela Nealon, Lauren Miles, Ngaire Soley

Cleaners – Deborah Clarke and Marlene Millar job share the cleaning at the Centre. Phillip Clarke is the casual cleaner

**2. Philosophy**

## Mission Statement

Grenfell Preschool and Long Day Care Centre aims to provide, develop, resource and manage a high-quality early childhood educational service that fulfils the needs of the community and is accessible to all children, of all abilities, without discrimination.

## Philosophy

We believe that a child’s first five years are a unique and valuable stage of life where great learning and development is acquired through play and educational guidance.  Our hope is that you and your child experience the happiness and enjoyment we will provide throughout our family–centre partnership

Parents and families are the most important people in children’s lives. They know their child better than anyone else and have the biggest influence upon their learning. A relationship of mutual respect, trust and empathy will be established with parents and educators to promote the child’s wellbeing. This partnership with families will be built on open, honest, communication. Parents and families are always made welcome at the Centre and their involvement will be greatly encouraged.

Our Educators recognise the importance of play as one of the main ways in which children learn and develop. Educators will strive to create an environment where the children feel safe, happy, nurtured and stimulated so that they feel comfortable and empowered to try new activities and experiences and also to nurture relationships with others. Each educator is seen as a valuable resource to the service and their personalities and beliefs contribute to making a successful Centre.

We strongly believe in supporting children in their transition to school. We will establish links with families and local schools to assist with a smooth transition to school. We aim to support children in developing life skills that will help them to be effective members of the broader community in which they now live and will live in the future. We respect diverse culture, language, sociol- economic levels, abilities, beliefs and values. We will honour and embrace diversity.

3. Enrolment

The Director/Authorised Supervisor and Administration Officer are responsible for taking all enrolments. An appointment will be made with the parent and staff to enrol prospective children. Parents must bring:

1. Copies of any court orders or access rights. This is to be attached to the child’s enrolment form.
2. Immunisation History Statement.
3. Copy of Birth Certificate.
4. Letter of assessment with CRN and CCS details.

The enrolment form will need to be completed and returned before the child may use the service.

**If applying for CCS, parents will be informed to contact the Department of Human Services so that they can lodge a claim for Child Care Subsidy (CCS) as reduced fees or notify their intent to.**

They will forward a letter of confirmation regarding the percentage of CCS to the parents and the Centre. If the letter is not received within 10 days, parents should ring the Department of Human Service as further information may be required before the application can be processed.

To improve immunisation rates, the Government has linked the payment of CCS to immunisation for children aged less than 7 years. The Department of Human Services will check the immunisation status of children who CCS is being applied for. If the child is not immunised and do not have an exemption, the Department of Human Services will contact the family requesting that they meet the requirements. If a child does not meet the immunisation requirements CCS will be cancelled. The child may continue to attend the service but must pay full fees.

Families not receiving the Family Tax Benefit (FTB) may also be eligible and should contact the Department of Human Services. Parents wishing to claim CCS should apply prior to or within 28 days of their child starting care at a Child Care Service. It is the responsibility of the parents to complete this form and return it to Centrelink. The Centre will charge full fees until notification from Centrelink what percentage the government will contribute to the cost of fees. Parents are to inform the Centre of any changes to information on the child’s enrolment form.

4. Priority of Access

These are guidelines set down by the Child Care Subsidy scheme. According to the guidelines, if there are no vacancies, a child may be required to leave the service or change the day of attendance to allow a child with higher priority to be enrolled. The education and care service will use the Priority of Access Guidelines to prioritise the waiting list and to allocate available education and care places to families.

The Priority of Access Guidelines followed by Long Day Care and Outside School Hours Care services are set by Family Assistance Law. These are:

• Priority 1: a child at risk of serious abuse or neglect

• Priority 2: a child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under Section 14 of the “A New Tax System (Family Assistance) Act 1999”

• Priority 3: any other child.

Within these three priority categories, precedence should also be given to children in:

• Aboriginal and Torres Strait Islander families

• Families which include a person with a disability

• Families on lower incomes

• Families from culturally and linguistically diverse backgrounds

• Socially isolated families

The Priority of Access Guidelines followed by state funded preschools are defined by NSW State

Government funding Agreements. In no particular order, these are:

• Children who are at risk of harm

• Aboriginal and Torres Strait Islander children

• Children from low income families

• Children from culturally and linguistically diverse backgrounds

• Children with disabilities

• Children in their year before school (with highest priority given to children closest to school entry)

These are guidelines set down by the Child Care Subsidy scheme. According to the guidelines, if there are no vacancies, a child may be required to leave the service or change the day of attendance to allow a child with higher priority to be enrolled. This only applies if families are given 14 days’ notice for the child to leave the childcare service. More information on priority of access guidelines can be obtained from Department of Education, on 13 33 97

1. Fees

|  |  |  |
| --- | --- | --- |
| **Long Day Care Rates (8.00am to 6.00pm)** | **Full Day** | **Half Day** |
|  | $78.00 | $39.00 |
| Occasional Care | $11.00 per hour |
| After School Care ( 3.30-6.00) | $20.00 flat rate |
| **Preschool Rates (8.00-3.30)** | **Full Day** |
| Children **not** eligible for school for following year | $34.00 |
| Children eligible for school the following year who are at least 4 years old on or before 31 July in that preschool year and not yet in compulsory schooling | $24.00 |
| Equity children | $20.00 |

* An equity child is one who:
	+ is at least 3 years old on or before 31 July and from a disadvantaged background (i.e. from a family holding a low income Health Care Card and/or is Aboriginal)
* Occasional Care is a one-off booking
* Payment of fees books your child’s position and ensures a placement. Fees falling into arrears are at risk of the position being lost.
* Parents are able to access Child Care Subsidy through the Department of Human Services to assist with fees. The percentage the government will subsidise fees will be dependent upon income and hours of work/activity.
* The Centre is open for 10 hours per day and provides full day, half day and occasional care. A full day is from 8.00am to 6.00pm. A half day is from 8:00am to 1.00pm or 1.00pm to 6:00pm. If more than 5 hours care is required, then fees will be charged for a full day. If 3 to 5 hours care is required a half day fee will be charged. If a casual booking of less than 3 hours care is required, the occasional rate is charged. Full day’s positions will have priority over half day position. Half day positions may have to be extended to full days to secure a position.
* Long Day Care fees are payable for permanent positions for the 50 weeks of the year that the centre is open including during school holidays and when your child is absent due to illness, family holidays or other circumstances.
* Children accessing the service that are aged between 3 and 6 years will have the option attending Long Day Care between the hours of 8am and 6pm and receiving Child Care Subsidy, or they can elect to pay a fee of $30-$16 per day for 7.5 hours care from 8.00 am to 3.30pm by accessing a Preschool place.
* Preschool Funded places are available for preschool aged children from 8.00-3.30pm. Each Monday families will be issued with an account. The cost of the service will be $30-$16 per day; however, as we are a Registered Care provider you will be eligible to claim Child Care Subsidy for Registered Care.

For Registered Care you and your partner only have to participate in work related commitments at some time during a week to have an exemption. No minimum number of hours is required.

To claim this rebate you will need to fill out a claim form and take it and your statements to Department of Human Services Offices

Forms can be obtained from the Department of Human Services, or you can down load them from [www.humanservices.gov.au](http://www.humanservices.gov.au).

**Payment Options**

Payments can be made by cheque, cash, EFTPOS, credit card, Centrepay or direct deposit.

Banking Details

Account Name: Grenfell Preschool Inc. BSB No: 032820 Account No: 136321

**Administration and Membership Charge**

New families upon enrolment at the Grenfell Preschool and Long Day Care service will be charged a one off $35.00 Administration and Membership charge which includes a new hat in any colour.

* Continuing enrolments for all permanent bookings will be charged the annual Administration and Membership charge of $25.00 per family at the start of each year. The membership fee is in accordance with the centre’s constitution.

Subsequent enrolment of additional children in existing families that have already been charged the annual fee in any calendar year will be charged a one off $10.00 fee to cover a new hat.

Families from the Weddin Mobile Preschool Service will only be charged a $25.00 annual Administration and membership fee per family.

Parents need to provide two weeks’ notice of cancellation of their child’s position.

**General Information**

* Fees will be processed on a weekly basis and posted into parent information pockets. For children travelling on buses, accounts will be put into children’s bags or you can elect to have them emailed to you.
* Long Day Care fees are payable for permanent positions for the 50 weeks of the year that the centre is open including during school holidays and when your child is absent due to illness, family holidays or other circumstances.
* Fees are calculated on the previous week’s usage. The date of the accounting period is clearly marked on accounts.
* Fees are not payable when the centre is closed for two weeks at Christmas or on Public Holidays.
* Fees will be reviewed at the last meeting of each year and at other times as deemed necessary by the Management Committee.

## Fee Payment

* Fees are to be paid to the Administrative Officer during office hours 8am - 4:00pm or to the Director/Authorised Supervisor.
* Fees may be paid by cash, cheque, direct credit or using EFTPOS facilities. All payments will be receipted.
* Fees are on a 14 day account. Fees are to be paid in full before the end of the 14 day period, unless a previous arrangement has been made with the Administrative Officer/ Director/Authorised Supervisor/ Treasurer.

**Fees in Arrears**

If an account falls into arrears, the following procedures will be implemented.

1. At the end of the 21 day period, a written reminder will be issued (Letter 1).
2. If no response to Letter 1 is received then the parents concerned will be telephoned by the Director/Authorised Supervisor and informed of the amount they owe and reminded of the centre’s policy on fee payment and requested to pay their fees within 7 days, date specified.
3. If there is no response or no payment of fees, following review by the Director/Authorised Supervisor and the Executive Committee, Letter 2 will be sent. Letter 2 informs the parents that, since fees have not been forthcoming their child’s position at the centre has been cancelled and that legal action will be undertaken to recover the outstanding debt. Parents are also informed that they will be responsible for meeting any additional costs incurred during this legal process
4. Three weeks prior to the end of the preschool term 4 a letter will be sent to all parents of children starting school requesting that their fees be finalised prior to the child’s last preschool day.
5. Families whose fees continually go into the 21 day payment will be assisted to manage their account by a requirement to pay on day of usage.

Parents are encouraged to discuss financial difficulties with the Director/Authorised Supervisor prior to accumulating a debt.

Parents will be informed that when the account and legal fees have been paid, their child will be eligible for re-enrolment. If a vacancy exists, the child may re-enrol and attend the next nominated day.

**Additional Child Care Subsidy**

The [Additional Child Care Subsidy (ACCS)](https://www.education.gov.au/additional-child-care-subsidy-0) is a top up payment to the Child Care Subsidy which will provide targeted additional fee assistance to families and children facing barriers in accessing affordable child care.

You must meet the eligibility requirements [for the Child Care Subsidy](https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy#a2) to be eligible for the ACCS.

The ACCS will provide the following targeted additional fee assistance to families and children:

* Additional Child Care Subsidy (child wellbeing) – to help children who are at risk of serious abuse or neglect
* Additional Child Care Subsidy (grandparent) – to help grandparents on income support who are the principal caregiver of their grandchildren
* Additional Child Care Subsidy (temporary financial hardship) – to help families experiencing short-term temporary financial hardship
* Additional Child Care Subsidy (transition to work) – to help low income families transitioning from income support to work.

**Child Care Subsidy (CCS)**

Parents using approved childcare are able to choose to receive Child Care Subsidy through fee reduction. The new CCMS will require enrolment records to be created for all children attending our service. To ensure that the new enrolment records can be matched and verified against the entitlement information held by the FAO, parents/guardians will need to provide their CRN (Customer Reference Number) and date of birth for both the parent/guardian and child for a formal enrolment to be created.

For more information visit [www.humanservices.gov.au](http://www.humanservices.gov.au) or contact Centrelink Families and Parents Information line, 136 150.

## Late Fee

The centre is licensed to operate between the hours of 8.00am and 6.00pm. It is a regulatory requirement that two staff members be present on the premises at all times when children are in attendance. If a parent is late picking up their child, this means overtime must be paid to two staff members. Therefore, to cover this cost a late fee will be charged.

The charges applied to arriving late to collect your child are:

* **Flat rate of $10 plus $1 for a minute late per child**
* **Late half day bookings will be charged as a full day**

In the best interest of the child, parents will be contacted if they are late. If parents are unavailable the emergency person listed on the enrolment form will be contacted and the child released to them. If the emergency contact person is unavailable, then the Police will be notified and they will take custody of the child. A late fee will still be charged pending on the length of time the above process takes.

## Allowable Absences

Each child registered for CCS is entitled to 42 allowable absences. Allowable absences can be taken for any reason and CCS will still be paid. Once all the first 42 absence days have been used

CCS will also be payable for absences taken for these reasons:

* Illness (with a medical certificate)
* non-immunisation
* rostered days off
* temporary closure of a school or pupil free days
* public holidays
* periods of local emergency
* court ordered shared custody

**The Centre must be contacted if your child will be absent and fees must still be paid when your child is absent.**

## Bookings and Cancellations

**Casual Bookings**

* A casual booking is when a child attends the Centre on an occasional basis, i.e. on a day that is not their usual day.
* Parents must notify the Centre as soon as practicable if their child will be absent on a casually booked day.
* All absences on a casually booked day must be paid for.
* Once a casual booking occurs on the same day 4 weeks in a row, this day is taken to be a permanent booking.
* The Change to Bookings form must be completed for all casual bookings.
* As soon as this form is received and signed by a member of staff, it is taken to be in effect.

**Change of Bookings Form**

This form must be completed for all changes to permanent and casual bookings including:

* Notice of Absence
* Request for Casual Booking
* Change to Permanent Booking
* Request for Out of School Hours Care
* Parents will be provided with a copy of the Change to Bookings form to use when the need arises. An electronic version of this form is available in the Forms section of the Centre's website. This form must be signed by the parent and returned to the Centre in person, by fax or by email.
* A member of staff will initial this form noting the date and time it was received and place it in the tray in the Office. The changes will be noted in the booking system and a copy if requested will be given to the parent as proof of receipt before it is filed in the bookings folder.

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**Cancellations of Permanent Bookings**

Two weeks’ notice must be given if you wish to cancel your child’s permanent position. If notice is not given, you will be charged a two-week cancellation fee which is not eligible for CCS payment so full fees will be applied.

6. Helping Your Child Settle In

Coming to a childcare Centre for the first time is a big step for children and parents. Children all react differently to changes. Some children and parents are uncomfortable with change and can find this initial settling in period difficult to manage. The settling in process needs to be individualised for each family. It is important for us to know how you and your child are feeling during this time. We want to be a support during this time of transition. Please talk to us so we can help you by addressing any concerns and issues.

The following points are strategies and guidelines for a happy transition:

1. **Visit the Centre with your child before commencement.** Children feel safer when they are in a familiar environment. A visit before starting will reduce the strangeness of this new, big and exciting place. Sometimes new things are all too overwhelming for children. We can minimise this feeling by acquainting the children and parents with staff and routine. At this time the staff will give you a tour of the premises, pointing out the toilets, lockers, playroom, cots and/or beds etc.
2. **Be positive – it is contagious.** After the visit to the Centre discuss it with your child. Ask what they remembered and liked, point out all the fun things, talk about the friendly staff etc.
3. **Stay and Play.** For your first few times at the Centre make sure you have enough time to stay for a while before you leave your child. Show your child that you enjoy being at the Centre and value what he/she will be doing there. Get to know your child’s primary care giver and let them know of your child’s routines, habits and what they enjoy. Sometimes it helps to bring a security object from home such as a special toy or blanket.
4. **Say good-bye.** It is advisable your child is settled into an activity before you leave. Tell a staff member before you leave, and they will ensure they are close by to help you both to say good bye. Make sure you say good bye and tell your child you will be back to pick them up, so your child will not lose trust in you. Never sneak away. Once you have decided to leave, stick to your decision, and leave calmly and quickly. Never leave your child for a full day on their first day. Leave for progressively longer periods of time until you feel your child is ready for a whole day visit.
5. **Develop a routine.** Try and do the same thing when you arrive every morning. For example, greet the staff, put things in locker, put morning tea and lunch on designated trays, settle your child into an activity, say good-bye and tell your child when you will return e.g: after sleep time.
6. **Keep in touch.** Your child may become upset when you leave but usually can be distracted and quickly settled by staff members. Most children only cry for two minutes and then settle into play activities. Ring us anytime to find out how your child is going. Please be assured we would contact you if your child became too distressed. We aim to make you and your child comfortable and happy about coming to our Centre.

Staff members will discuss your child’s day with you when you return. If you have any questions, don’t hesitate to ask, we know this can be a difficult time and are here to help.

7. Arrival and Departure

1. All children must be signed in and out of the Centre each day. The sign on is done electronically located in the foyer and the Rainbow Room.
2. These records are a requirement of the Department of Education for Child Care Subsidy. They are also used as a record of the children at the Centre in the event of a fire or other emergency.
3. Always close doors and gates after entering and leaving the building.
4. When you arrive please let a staff member know you are there and inform them when you are leaving.
5. When you are picking up your child please let a staff member know you are leaving. Children will only be released to people who are listed on their enrolment form. If someone other than the listed person is to collect your child, you must inform staff members and give written consent. Make sure also to inform your child if someone else is going to pick them up.
6. **Authorised pick-up** - staff will only be able to release your child to another person (must be over 18 years of age) if you have given consent on enrolment or written permission has been given. If the person collecting the child is not known to staff then they will be required to provide photo identification. Staff will not be able to release a child to a person who is drug or alcohol affected.
7. After 5.00pm each day the front doors will be locked. For security reasons parents are asked to ring the doorbell at the ramp door. A staff member will then come and open the door for you.

**8. Lockers and Pockets**

Lockers are provided in each room for children’s belongings. In the Rainbow Room parents are asked to record the number locker on the whiteboard. Staff will often put artwork in the lockers for parents to take home.

In the foyer each family will be allocated a pocket. Your fees, receipts, newsletters and other Centre news will be posted into these pockets. It is your responsibility to check your pocket regularly.

For children who travel home on buses (3 to 5-year old only) their fees and newsletters will be placed in their bags.

9. Day-to-Day

## Food

**Our Centre is a nut free zone. Please do not pack peanut butter sandwiches, peanut butter dip and biscuits, hazelnut sandwiches and whole nuts.**

**Foods banned at the Centre are: roll-ups, nuts, chewing gum, cordial and lollies.**

**All lunches are stored in the fridge. To help us fit all lunches in the fridge we recommend a rectangle lunch box with a flat lid.**

On arrival please assist your child to unpack their bag.

**Morning Tea**

In the Garden and Rainbow Room fruit is shared for morning tea. This is cut up by staff and served out to each child in bowls. Each child needs to provide 1 piece of fruit to be put in the fruit bowl on the bench. Please also provide an additional item for morning tea such as a yoghurt or biscuits and cheese. In the Rainbow room this is to be put on the morning tea tray on the bench. In 1st and 2nd term the Star Room also share fruit for morning tea. During 3rd and 4th term the children in the Star Room will not share their fruit. It will be left in their lunch boxes as preparation for starting school the following year.

**Drink Bottles**

Labelleddrink bottles are to be placed in the refrigerator. The Centre provides milk and water if you do not want to send a drink bottle. **Please do not send cordial.**

**Lunch**

Please pack a healthy lunch, eg. a meat, cheese or salad sandwich, fruit, yoghurt, muesli bar, cracker biscuits. Please put all lunch boxes and drinks in fridges. **Please do not pack lollies or roll-ups.**

With the varying ages we understand children’s eating habits will be different. With the 0 to 3 year old children you may pack sandwiches, yoghurt, finger food, and mashed vegetables etc, stored in a microwave safe container. Please clearly label all containers. Staff will heat your child’s food if necessary and will put all your belongings back in your child’s bag. We will supply all cutlery, bibs and washers.

**Afternoon Tea**

If your child is staying after 3.00pm, please pack afternoon tea, eg. fruit, cracker biscuits, cheese, yoghurt. Children attending after school care will require afternoon tea to be packed.

**Dental Care**

It is the Centre’s policy to promote healthy practices to care for children’s teeth. After lunch all children will have a drink of water. The children will be encouraged to swill and swallow.

**Birthdays**

If your child is celebrating their birthday we would love to share this occasion with you. Birthday cakes are very welcome. If your child has special dietary needs please note these on the enrolment form.

## Bottles

All children’s bottles must be prepared and labelled and placed in the fridge. All bottles will be heated by immersing in hot water. Empty bottles will be rinsed and placed back in your child’s bag. If your child uses a dummy please pack two and clearly label them. Dummies will be used only as comforters and will not be used constantly throughout the day.

 Footwear:

In order to ensure the safety of all children playing outdoors it is recommended that children wear lace up or buckled shoes with a textured sole to prevent slipping*.* Slip on type shoes such as thongs, scuffs and gumboots are not recommended as they do not provide adequate support or protection for outdoor activities. Children will be provided with opportunity to play without shoes as well. When playing outside staff will check the temperature of the concrete before allowing children to walk on it without shoes

## Clothing

Parents are required to pack at least two sets of spare clothing daily, which are to be labelled and kept in your child’s bag in their locker. This is to include underwear and socks. Wet clothes will be placed in a plastic bag and soiled pants will be placed in a bag to be sent home to be washed. **Please pack a hat with a broad brim** **and a coat and hat in winter time**.

 Staff plan many varied experiences for your children and some activities are ‘messy play’. Please send your child in clothes that you do not mind getting dirty. Most paints will wash out with cold water. The Centre will provide aprons to protect your child’s clothing during 'messy play'.

Clothing should be easy for your child to manage. We encourage self-help skills so overalls or clothing with fiddly buttons and buckles should be avoided.

Please pack coats in winter and during seasonal changes ensure you have packed warm and cool clothes.

**For sun protection, please do not send your children to the Centre wearing singlet tops. Our Centre requires children to wear sun-wise clothing, eg t-shirts and shirts with sleeves.**

The Centre supplies Cancer Council SPF 30+ Sunblock. We will help children apply sunblock before they go outside. Children must wear a hat when outside, both in winter and summer. From October to March sun protection is required at all times. The service will minimise time outdoors in the sun between 11am and 3pm

From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.

Use of available shade will be maximised by conducting activities in shaded areas and moving static play activities and portable equipment as the shade moves throughout the day.

As far as possible staff will encourage and model play in shaded/covered areas with the children while outdoors.

When planning an excursion peak UV periods of the day will be avoided where possible.

Grenfell Pre-School and Long day Care centre will provide shade structures and shady trees.

 **Children travelling home on the bus**

 Staff at the centre will apply sunscreen to children travelling home on the bus if require. We ask parents to supply sunscreen with the child’s name on it and notice the staff in writing.

## Nappies

Parents are to supply nappies. We are happy to change cloth or disposable nappies. Dirtied cloth nappies will be placed in a plastic bag and tied to the outside of your child’s bag. Please ensure all nappies are labelled. Alcohol free wet ones will be used to clean children’s’ bottoms. If you require alternative nappy change arrangements, please speak to staff or the Director/Authorised Supervisor. Staff will wash their hands before and after changing nappies and will assist children to wash their hands after their nappy has been changed.

## Sleeping

Please let us know if you do not wish your child to sleep. Children and families have individual needs and we will support your decisions.

No child will be required to rest against their will or against parent request. All children need to have a quiet time to recharge their batteries. Quiet activities will be provided for those who do not sleep or rest. Please refer to our policy on Sleep and Quiet Time.

The Centre will provide all bed linen. No pillows will be provided. If your child requires a pillow you will need to supply it. If your child needs a comforter, dummy, or special toy to go to sleep with, please pack it. All dummies and toys must be labelled.

The Centre will follow Red Nose recommendations for infant’s sleep time:

## Library

Children are able to borrow books from our library. If you bring your child to the Centre, please select a book with your child and complete your child’s library card. Please write down the title of the borrowed book on the supplied library cards and tick it off when returned. For children travelling on buses, staff will assist children with borrowing a book. Please pack a library bag (not plastic) and children can select their library book on arrival. Reading to your child is an essential part of helping your child to learn to read.

## Routines

**Rainbow Room (0 to 3 year olds)**

8.00am - 10.00am Morning Activities

9.30am - 10.00am Nappy Change and Toilet Time

10.00am - 10.30am Morning Tea

10.30am - 11.00am Small Group Experience

11.00am - 12.00pm Outside Play

12.00pm - 12.45pm Lunch and Nappy/toilet time

12.45pm - 2.30pm Sleep and Quiet Time

2.30pm - 3.00pm Nappy Change and Toilet Time (whenever children wake up)

3.00pm - 3.30pm Afternoon Tea

3.30pm - 6.00pm Free Indoor or Outdoor Play

4.30pm - 5.00 pm Nappy Change and Toilet Time

The room is set up to provide the children with lots of choice. Staff provide provisions for permanent learning areas; craft, books, puzzles, construction, drawing and drama.

During summer the afternoon routine will be changed around so that the children are not out in the sun during the hottest part of the day - 11.00am to 3.00pm. This just means that after rest time the children will stay inside and play then go outside after afternoon tea.

Please note that this routine is flexible. We recognise young infants have their own unique routine which we will adhere to. It is recommended that families with infants provide a written record of their child’s individual routine. Family and child needs are the basis of the planned routine and programme. If a child is hungry before the nominated meal time then they will be able to eat. Nappies will be checked regularly throughout the day and will be changed as required.

**Garden Room (3 to 4 year olds) and Star Room (4 to 5 year olds)**

8.45am - 9.00am Collect Children from Buses and Unpack Bags

9.00am - 9.10am Free Indoor Play

9.10am - 9.30am Group Greeting, Singing and Exercises

9.30am - 10.45am Art and Craft Activities

10.30am - 11.00am Morning Tea and Apply Sunblock

11.00am - 12.00pm Outdoor Play

12.00pm - 12.30pm Music

12.30pm - 1.00pm Lunch

1.00pm - 1.30pm Stories and Quiet Time Activities (children who need to sleep go upstairs)

1.30pm - 2.30pm Outdoor Play

2.30pm -3.00pm Language Group Time

3.00pm - 3.05pm Take Children to Buses

3.00pm - 3.15pm Stories and Group Game

3.15pm - 3.45pm Afternoon Tea

3.45pm - 4.00pm Pack Bags

4.00pm - 6.00pm Free Indoor or Outdoor Play

Staff have set the room up so that the children have access to a wide variety of activities. Permanent provisions within the room are; blocks, puzzles, writing area, easels, construction, books, collage materials and drama area.

During summer we will go outside in the morning and do craft activities after morning tea. We will not go back outside in the afternoon in the extreme heat.

## Age Ranges

The Rainbow Room caters for the learning and care of children aged 0 to 3 years. Staff will provide developmentally appropriate activities for children aged 0 to 3 years. As children grow and mature they require challenging and stimulating experiences. Staff are trained in providing developmentally appropriate activities. From individual observations staff will plan activities to cater for all children. Refer to the policy on Programming.

The Garden Room caters for the learning and care of children aged 3 to 4 years. Staff will provide developmentally appropriate activities accommodating for individual needs and interests.

Children who are turning 3 by the end of March will be able to be enrolled in the Garden Room at the commencement of the year. Children who turn 3 after the end June may not be accepted into the Garden Room until the following year. Entry into the Garden Room after June will depend upon existing numbers in the room.

Approximately two weeks prior to the child turning 3, a transition period will be provided for children moving from the Rainbow Room to the Garden Room. The transition will start gradually and at first will include having lunch with the 3 to 4 year old children and will then build up to participating in afternoon activities, group music time and then spending the whole day with the 3 to 4 year old children.

The transition period will be used to gauge a child’s readiness for the Garden Room. If deemed by staff members that the child is not emotionally coping with the older room, parents will be advised that they must remain in the Rainbow Room until they mature.

The Star Room caters for the children who will be starting school the following year. If your child turns 4 during the year they will remain in the Garden Room until the following year.

The Director/Authorised Supervisor may use his/her discretion, outside of the above stated age guidelines, to decide if a child may start in a playroom.

10. Parent Involvement

It is important to establish a good relationship with all parents at our service. Only through effective communication can the best interest of the child and the family be achieved.

In order to fulfil this belief all new families will have an individualised appointment where they will meet staff and have an opportunity to look at the Centre and discuss Policies and Procedures.

Parents and children will be individually greeted on arrival and departure. At this time staff will discuss with you how your child’s day was and it provides you with an opportunity to mention special events, how your child’s night was or other incidental concerns and suggestions.

Parents/carers and relatives are welcome to visit our Centre at any time. We have an open house policy. We understand that children are mostly in care due to work or study related purposes. Due to these obligations we understand your time is very valuable and limited.

Ways parents can support and become involved in our service are:

1. Attend General Meetings. These meetings are held bi-monthly on the second Monday at 7.00pm. Our Centre is a non-profit organisation and according to our funding agreement and constitution our Centre must be administered by a volunteer parent body. At General Meetings the Management Committee, Treasurer and Director/Authorised Supervisor give reports pertaining to financial information, Policy and Procedures, staff issues and general business. It is important to attend these meetings so you can have valuable input into how the service is best organised to meet your child’s individual needs.
2. Attend working bees.
3. Be involved in fund raising activities.
4. Share your interests and skills in the daily programme. Singing, storytelling, cooking, playing a musical instrument (we have a piano), gardening, juggling or whatever! It’s very rewarding and your children think they are very special by you spending special time with them.
5. If there is any particular interest or skill you would like your child to develop or further, please let staff know.
6. Social functions are arranged periodically for families at our service or at local community venues. This is a great time to get to know other families and have fun with your own family.
7. Special guest speakers often visit our Centre to discuss issues related to the Centre and child development. Please let us know if there is a topic or issue you would like to learn more about.
8. Excursions are arranged as part of our programme to extend children's' interest. To enable the children to go on these excursions we often need help from families.

## Concerns and Complaints

Feedback from families is an important component in the delivery of high quality services to children and their families. We appreciate hearing your thoughts, whether they are positive or negative. We will use your feedback positively to improve the quality of service we are offering. All concerns and complaints are CONFIDENTIAL.

There are two forms of complaints - informal and formal.

**Informal Complaints**

Informal complaints are usually concerning day-to-day occurrences which are within staff’s responsibilities. If parents have a concern or complaint it should be discussed with the staff member as soon as possible. If it is outside a particular staff member’s day-to-day responsibility, then the family member will be referred to the relevant staff member.

It is imperative that you discuss your concerns and complaints as they arise. We aim to deliver a high-quality service which meets the needs of children and their families. In order to do this we acknowledge your concerns and will work actively to rectify them.

If the concern or complaint cannot be resolved it becomes a formal complaint.

**Formal Complaints**

The Director/Authorised Supervisor is responsible for initially handling all formal complaints and the Director/Authorised Supervisor will inform a nominated person on the Management Committee. Complaints must be recorded on the Complaint Form. A meeting will be arranged to discuss and negotiate a satisfactory outcome to your complaint.

If the matter is not resolved the issues will be taken to the Management Committee. Refer to Grievances and Disputes Policy 2.3.

11. Behaviour Management

Discipline is the teaching undertaken by an adult with a child in relation to: what is good, what is safe, what pleases other people, what angers or hurts other people. Discipline is positive guidance; it is helpful, if it is support and encouragement. It involves teaching children how to get along, how to respect themselves, other children and the physical world around them. The discipline policy will encourage children to co-operate, enhance their self-esteem and encourage their ability to interact positively with others.

**Babies**

* Discipline begins at birth. Babies need carers who are ready to distract, guide, redirect attention and interest and remove temptation.
* Carers need to give attention when babies are happy and talkative and playful, as well as when they are crying.
* Body language and tone of voice is particularly important, so that babies can differentiate between what pleases or displeases you.
* Routines and continuity of care help young children to know what is expected of them and increase their security.

**Toddlers**

* Toddlers are very egocentric and find it difficult to wait, take turns and are always trying to exercise their autonomy. Toddler hood is an exciting discovery period and the child’s eagerness sometimes results in inappropriate behaviour.
* It is the carers' responsibility to support the toddler through this developmental period. Our Centre will endeavour to minimise turn taking problems by providing multiples of favourite toys. If the problem still arises the toy/s will be put away and the children’s attention will be distracted to another activity. The removal of a toy is not seen as a punishment but rather as supporting and helping the child.

During toddler hood language skills are just emerging. This period can be very frustrating to the young child. The child is bursting with excitement and can often not express their needs and wants. Often this leads to inappropriate behaviour of temper tantrums and biting.

* Temper Tantrums - these require sympathetic and sensitive management. It can be a frightening experience for all concerned, especially the child who is out of control. Holding a child until they gain control may help. To help the child regain their confidence the child could be taken to a quiet comforting area. Sometimes tantrums result from attention seeking. Most often this behaviour can be ignored as long as the child and other children are safe. After the child has calmed down the child can be offered some quiet activity and be given praise for appropriate and acceptable behaviour.
* Biting – this can result from frustration, a manner of achieving desires and or an attention seeking device. Biting is definitely out of bounds behaviour and staff will demonstrate by their firm tone and body language when a child has bitten another child. The victim will be given immediate comfort and the child biter will be told “Biting Hurts. I can’t let you hurt -------”. Biting will be attempted to be minimised by the provision of multiple toys and providing developmentally appropriate activities.
* Toddlers need to be in an environment which is consistent so they know what is expected of them and how to behave. Routines and continuity of staff will ensure consistent limits and management

**3 to 5 Year Olds**

* Have developed some knowledge about appropriate ways of behaving. They have more self-control then younger children. They also have an extensive vocabulary and relatively good comprehensive skills and generally understand the consequences of their behaviour.
* Staff are aware that inappropriate behaviour results from a variety of causes: anger, frustration, boredom, attention, imitation, tiredness, excitement, jealousy, high activity level and poor social skills etc. Staff will assess each case individually.
* If a child’s behaviour is inappropriate, he/she will be guided to another area and activity.
* The child will be told what behaviour was unacceptable and be given praise for acceptable behaviour.
* If the behaviour continues a ‘Sit and Think’ strategy will be implemented. The child will be asked to participate in a solitary activity and can return when they are ready to behave appropriately. This strategy requires the child to take ownership of their behaviour and develop control.

**Overall Behaviour Management Strategies**

* Children learn best through experiences - unpleasant as well as pleasant ones - and if the consequences are not too dangerous, it may desirable to let children simply experience the consequence of their behaviour. Staff will always be present and the child’s safety and wellbeing will be paramount. Staff will intervene if a child is endangered.
* Reinforcing behaviour is a very powerful way of causing it to continue. Sometimes it is necessary to ignore inappropriate behaviour to ensure it does not continue.
* When a problem arises staff will always discuss it with each child at an appropriate level. Children will be encouraged to discuss how they felt and how it made another child feel. The children will be encouraged to seek their own solutions by the staff asking questions like - What could we do? What else could we do?
* Staff may need to redirect a child to another activity to prevent another child being endangered.
* To minimise problems staff will plan activities which are developmentally appropriate and based on children’s needs. Staff will offer activities which are challenging and provide an opportunity for children to succeed. Staff will provide a positive model and ensure children are fully aware of our expectations.
* Children will be given prior warning before an activity is going to end and notified of the next thing which will be happening.
* All children will be accepted as individuals and special
* Children will be encouraged to develop independence and control and provided with opportunities to make decisions and choices.
* Children will be continually praised for their positive acceptable behaviour. All children at sometimes may have challenging behaviours. Challenging behaviours can be managed by following a plan that has been devised in consultation with families and professionals. Staff will work as a team with the child’ family to support the child to learn new behaviours. It may take some time to replace challenging behaviours with positive ones.
* **Staff will never physically punish a child.**
* **Staff will never embarrass, shame or tease a child or label a child eg. naughty.**

12. Programming

The Grenfell Preschool and Long Day Care Centre program will foster individual uniqueness, self-esteem and independence and cater for all learning areas. Our program will be designed to see all children have the best start in life to create a better future for themselves and for the nation.

 An inclusive program will be provided, catering for children of all abilities and accommodating their social and cultural backgrounds.

**Background**

The Grenfell Preschool and Long Day Care Centre believe that all children are unique and learn in different ways. We are a high-quality early childhood educational service that fulfils the needs of the community and is accessible to all children, of all abilities, without discrimination

Practices

There are 5 outcomes in The Early Years Learning Framework for Australia which are designed to capture the integrated and complex learning and development of all children across the birth to five age range.

## Outcomes for Children

* **A Strong Sense of Identity** –
- children feel safe, secure and supported.
- children develop their emerging autonomy, inter-dependence, resilience and sense if agency
- children develop knowledgeable and confident self-identities
- children learn to interact in relation to others with care, empathy and respect
* **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
* **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
* **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, experimentations, 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
* **Effective Communicators** –
- Children interact verbally and non verbally with others for a range of purposes
- Children engage with a range of text and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and patterns systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

## Procedure

* The Authorised Supervisor must ensure that the provided programme meets requirements of the Educational Care National Regulations 2018 (Chapter 4, Part 4.1 Educational Program and Practice)
* The provided programme will be divided into the following children’s age groups; 0 to 3, 3 to 4 and 4 to 5 year olds. The 0 to 3 year old children attend in the Rainbow room and the 3 to4 year old attend the Garden Room and 4 -5 year olds children attend the Star room.
* Grenfell Preschool and Long Day Care Centre will employ trained staff members to design, implement and evaluate programmes. Staff with Diploma in Child Studies Qualifications (or equivalent) will be responsible for the programming for the 0 to 3 year old children, 3 to 4 year old children. An Early Childhood Teacher will be employed to do the programming for the 4 to 5 year old children.
* The routine will be devised to suit individual needs and reflect an understanding of child learning and development.
* The routine will be clearly displayed.
* Learning is promoted by planned experiences using a variety of educational approaches including free play, free discovery, and problem solving, facilitated and directed play.
* Play is the basis of planning a continuous developmental program.
* A range of activities will be provided, utilising both indoor and outdoor environments.
* The provided program will incorporate activities, experiences and interactions encompassing all areas of the curriculum framework.
* A wide range of experiences and strategies will be incorporated into the program to stimulate and challenge children.
* The provided program and routine will be flexible to meet individual needs and interests.
* The daily program will adjust to cater for spontaneous play and the interests and needs of the children.
* Programming will reflect an inclusive multicultural approach and avoid bias.
* The program will provide for individual, small group and large group experiences.
* Transition periods will be used as fun learning experiences based on individual needs.
* The program will reflect individual needs and interests. The program will be based on objectives for individual children (IEP). Refer to the Child Portfolio Policy.
* The playrooms will be set up with learning areas. For example: craft area, writing/drawing area, building area, science area, dramatic play area, jigsaw area, reading area. Educational equipment and resources will always be stored in accessible playroom shelves and be readily available to the children. The content of the equipment and resources will be changed and added to according to the children’s interests and needs.
* Programming will be reflective of The Early Years Framework for Australia and The Quality Improvement and Accreditation System Handbook. Staff will be provided with contemporary literature and training to assist with individualised programming.
* The programme will ensure all provided equipment is safe and age appropriate. To prevent children under 3 years of age from choking, all toys must be bigger than a film canister.
* Play pens will only be used for infants when developmentally appropriate activities have been planned for individual children and staff closely supervises them. Examples how play pens may used to help stimulate a child to grow and learn are: to provide a safe environment for the infant to have tummy time, a safe environment to learn to sit supported by pillows, a safe environment to learn to reach out and grab onto objects, a safe and clean environment to explore textures etc. If a play pen is being used as part of the programme for an infant it will be supported by the child’s individual developmental record and specific objectives.

**Evaluation**

The Macquarie Dictionary defines evaluation as the process of appraising carefully or ascertaining the value of something. Evaluation is a team effort and is a constant and ongoing process.

* The overall program will be evaluated on a daily basis. The ‘Story of the Day’ statement will be our evaluation format. The ‘Story of our day’ statement will be clearly displayed and parents will be encouraged to make written and verbal contributions. Refer to Parental Involvement Policy.
* Evaluations made in the Story of the Day will be reflective of the outcomes for children as stated in the Curriculum framework.
* All staff members will contribute to evaluating the programme. With consultation with all staff members, the Teacher and or the Diploma trained staff members will document and evaluate the programme. The Story of the Day will be written by trained staff members during their lunch break
* The evaluation will include statements on; small and large group experiences, outdoor experiences, language group experiences and music groups. The about our day statement will focus on positive experiences during the day.
* The Story of the Day statement will be used as the documenting tool for progressive planning.
* Areas of improvement for the programme and concerns about individual children will be documented in a separate evaluation book and or in the Staff Meeting booklet.
* Individual evaluations of children’s objectives will be recorded in the individual portfolios on an ongoing basis by trained staff members. Refer to Child Portfolio Policy.
* Evaluation is a continuous process. Reflection should be made on plans as they are implemented and on the overall service. Policies and procedures should be reviewed as an ongoing practice.

# 13. Child Portfolios

We believe each child is an individual with a unique personality, growth pattern and learning style and possesses individual strengths, interests and needs. It is our responsibility to work in close conjunction with families so we are aware of these individual needs and take them into account when planning routines and programmes.

We will maintain child portfolios on all children who regularly attend the service. The records will include children’s strengths, interests and needs. From these records individual developmentally appropriate programs will be planned. Staff and parents will form a partnership, sharing information about children, their interests and needs and plan appropriate programs.

* The Centre will employ staff members who are trained and dedicated to the wellbeing of children. All staff will receive training in observation and planning. All staff members will be actively involved in compiling child portfolios.
* Child Portfolios will be maintained for all children at the Centre. These will include background information from the family, observations, samples of artwork, documentation of projects, photos, checklists, learning objectives and evaluations. These records are always available to parents. Our Centre always welcomes your contribution. Children and parents will have ready access to their own portfolios. Staff are readily available to discuss your child’s portfolio with you.
* There is a direct link between individual portfolios and the programme being provided. This means staff will observe a skill/interest and this will be followed up immediately and or in the following weeks programme.
* Child Portfolios will focus on individual strengths, interests and needs and cover all areas of development following the Early Years learning Framework for Australia
* The portfolios will contain learning stories. Learning stories clearly demonstrate that learning occurs through play. Learning stories show learning in action, they provide a voice that helps parents imagine their children demonstrating their learning. Learning stories make our observations visible and focus on respecting capable and competent children. When teachers turn their observations into visible forms of documentation children sense that their pursuits are worthy of being documented, described and remembered. Reference: The Art of Awareness - Curtis and Carter. The documented Learning Stories may contain an anecdotal record of play, transcriptions of children’s language, photos, work samples and a descriptive summary of the learning that occurred.
* Each individual portfolio will contain an Individual Education Programme.
* The Individual Education Programme (IEP) will contain objectives and evaluations. The objectives will be divided into the developmental areas of the EYLF. The IEP objectives will be formed through observations and interactions with the child and in collaboration with families. Staff will work towards achieving the objectives with each child throughout the term. The objectives will be evaluated at the end of Term 2 & 4. When evaluating an objective staff will focus their observations and interactions with the child in line with the learning outcome. Staff will focus on each child’s individual competencies and from this make further recommendations for learning. The IEP process is continual, new observations will help formulate new objectives and focused observations will formulate the evaluations.
* Children who attend the Centre for two days will have more photos and samples of work than a child who attends for only one day per week and so forth.
* Portfolios will be stored in each room and parents are welcome to look at their child’s portfolio. If parents wish to borrow their child’s portfolio, they must inform staff and record it on the portfolio borrowing card.
* All the portfolios are stored in the playrooms and we ask parents to respect each child’s and families right to privacy. The portfolios are confidential, and parents may only look at their own child’s portfolio.
* Twice per year staff will make available time to meet with parents to discuss their child’s portfolio, this will generally be mid-May and the end of November each year. Parents may make an appointment to discuss aspects of their child’s development with the staff any time, staff greatly welcome parent’s contributions.
* Staff will document meetings held with parents on the ‘Parent Meeting Form’, attached. These forms will be stored with the child’s developmental information.
* If staff and parents are concerned about a child’s development input from specialist will be sought. The Centre will have information available to parents to refer to suitable therapists and organisations.
* Individual experiences, small and large group activities will be devised from individual interests.
* Families will be able to keep their child’s portfolio when their time at the Centre ends or when staff have filled the portfolio booklet and need to start a new portfolio. The Centre will keep a hard copy of the IEPS for a period of three years after the record has been made (The Education and Care Service National Law and Education and care Service National Regulation 2011)

**Interactions**

Our Centre believes that parents, children and staff need to work together in a close partnership to allow for optimum care to be provided.

**Staff and Children**

* To provide a warm caring environment where children feel secure and confident to explore, discover and experiment.
* To treat children with respect and acknowledge individuality.
* To interact with children at appropriate individual levels.
* To provide a safe environment where children are encouraged to develop independence and autonomy.
* To provide support and facilitate children’s learning.
* Enhance each child’s strengths, competence and self-esteem.
* Respect the special relationship between children and their families.
* Work to ensure children are not discriminated against in any way.

**Staff and Parents**

* Encourage families to share their knowledge of their child with staff.
* Support parents in the caring and education of their children.
* To develop positive relationships with families that are based on mutual trust and open communication.
* Maintain confidentiality.
* Assist families to become familiar with the Centre and how it operates.
* To individually greet parents and children. Inform parents about what their child did during the day, what you like about their child, what their child is good at doing etc.
* To involve parents whenever possible in decision making about their child’s experiences. Invite parents to be involved in the programme.

**Staff with Each Other**

* To co-operatively work together as part of a team.
* Support and assist colleagues in their professional development.
* Work with team members to maintain and improve the standard of service provided.
* Maintain confidentiality.
* To promote and practice Centre’s policies.
* Work to build an atmosphere of trust, respect and candour by; encouraging openness and tolerance between team members, accepting their right to hold different points of views, using constructive methods of conflict resolution and discussing differences only with those directly concerned.

15. Health and Hygiene

It is our aim to provide a safe and healthy environment for children, staff, parents and volunteers. To ensure a healthy environment is advocated for we will:

* Wash hands regularly. Staff will wash hands on arrival at the Centre, before and after changing nappies, before handling food, before eating, after going to the toilet, after cleaning up bodily fluids and before going home. Children will wash their hands before eating, after having nappy changed, after going to the toilet and after blowing noses.
* Follow hygienic nappy changing procedures.
* Use hygienic food handling and preparation practices.
* Clean bed linen and cots weekly or after child has finished using them for the week. If the bed or linen is soiled it will be cleaned immediately.
* Clean toys weekly in hot soapy water and be left in the sun to dry.
* Separate toys which have been mouthed immediately and wash during the day.
* Wear gloves when in contact with body fluids.
* Notify parent/s immediately if a child becomes unwell at the Centre and provide comfort to the child.
* Maintain an immunisation registrar. We will immediately inform unimmunised children’s families of outbreaks of vaccine preventable diseases and require them to be excluded from the Centre until it is safe for them to return.

16. Medication

Medication will only be administered if it has been prescribed by a doctor or if it is labelled with the child's name and dosage instructions from a pharmacist. All medication must be in its original container and be clearly labelled. Parents are advised to keep children at home if they are unwell. There is no place like home to rest and recuperate.

Parents must complete and sign a medication card, including the child’s name, date, name of medication, dose required and time to be administered. And when last administrated. The medication will then be stored in a locked container.

The medication will be given by a staff member and another staff member will check the type of medication and dosage is correct. Both staff members will sign the medication card.

For children with a medical condition parents will need to complete a Risk Minimisation and Communication Plan (Policy 8.3.2) This will be kept in the Medication Folder.

**Parents will sign a Panadol Consent Form on enrolment.**

Panadol will be stored at the centre and will only be administered when a child has a temperature over 38.5ºC. A high temperature is an indication that infection is present and can be very dangerous to children, leading to dehydration, febrile convulsions and sometimes hospitalisation. A normal temperature is a little less than 37.5ºC if taken under the arm.

If a child's temperature is over 37.5ºC staff will:

* 1. Contact the parents, who will need to collect the child;
	2. Administer Panadol, if authorised, remove clothing and sponge bath the child;
	3. Encourage regular intake of fluid to prevent dehydration; and
	4. Advise the parents that the infected child will have to stay away from the Centre until naturally free from fever for 24 hours.

17. Accident/Incident Procedure

* In the event your child is involved in a minor accident or incident, eg. grazed knee, sand in eyes, a bump on the head etc, staff will complete an accident report. The accident report will provide information about where the accident occurred, the time, how it happened and the first aid which was given. A red dot will be placed by a child’s name to alert parents to talk to staff members when collecting his/her child. The red dot signifies there was an accident, or an incident which staff needs to inform you and discuss with you. Parents will be required to read and sign this accident form. All accident forms will be filed at the Centre.
* In the event of an accident or incident which may need further medical attention, eg. a suspected broken bone, a cut needing stitches, a moderate asthma attack etc, staff will immediately contact parents and inform them of the accident or incident. If parents cannot be contacted the emergency contacts listed on the enrolment form will be contacted.
* In the event of a major accident or incident, eg. a child falling and becoming unconscious, a compound fracture, an allergic reaction, a severe asthma attack etc, staff will immediately contact the ambulance and parents. If parents cannot be contacted the listed emergency contacts on the enrolment form will be contacted.
* An Accident/Incident/Illness report will be completed for all injuries.

18. Sick Children and Infectious Diseases Policy

The Centre is unable to provide care for sick children. If a child becomes sick at the Centre, staff will consult with the Director and then the parents will be contacted. If the parents cannot be contacted the staff members will then contact the listed emergency contacts on the enrolment form. Staff will document all incidents of sickness in the sick book, providing information about signs and symptoms and action taken.

Parents will need to find alternative care arrangements when children are sick.

The Centre retains the right to exclude any child who is regarded by the Director/ Authorised Supervisor to be a health risk to other children, or any child who is obviously unwell and distressed.

If a child has commenced medication, they must be kept at home for at least 24 hours to allow the medication to take effect.

**Fees must still be paid if your child is absent due to illness**.

Infectious diseases requiring exclusion from the Centre include:

|  |  |
| --- | --- |
| **Condition** | **Exclusion of Cases** |
| Conjunctivitis | Until all discharge from eyes has ceased. |
| Vomiting  | Return after 24 hours from last vomit. |
| Diarrhoea | Until 24 hours after last loose bowel movement.  |
| Febrile Convulsions | A stable temperature for 24 hours accompanied by a doctor’s certificate. |
| Chicken Pox | 5 days after appearance of first spot and spots scabbed over. |
| Measles | Exclude for 4 days from the appearance of the rash. |
| Mumps | For 9 days after the swelling first appears. |
| Diphtheria | Until the doctor gives a certificate. |
| Whooping Cough | Exclude for 5 days of a 21 day course of antibiotics. |

|  |  |
| --- | --- |
| Impetigo (School Sores) | Exclude unless sores are covered with a waterproof dressing and antibiotics have been started. |
| Ringworm | Exclude until the day after treatment is started. |
| Head Lice | Exclude until hair has been treated with anti lice shampoo or lotion and head is free from lice. Dead eggs will probably be still attached. |

19. Bus Travel

The Management Committee understands that some rural and working families would be unable to access the Centre without bus transport.

Children utilising the connecting bus service will be invoiced $1.00 per trip by The Grenfell Preschool and Long Day Care Centre. Loaders Coaches will collect total fares from the Grenfell Preschool at the end of each term. Separate journeys, not on the Loader’s connecting bus service are payable to the applicable rural bus operator

To enable children to access the Centre, the Management Committee will release a staff member to accompany children on the connecting bus and then distribute them to their home bus.

This is an additional service the Centre provides which enables children primarily from rural areas and as specified below, to access the Centre.

Children who are enrolled at Grenfell Preschool and Long Day Care Centre are covered under the Centre’s insurance whilst they attend the Centre and or are on an excursion, meeting DoCS regulations. When children travel on buses to and from Grenfell Preschool and Long Day Care Centre they are not covered by the Centre’s insurance. Children are uninsured when walking along the footpath at Grenfell Public School, that is, neither Grenfell Preschool and Long Day Care Centre or Loaders Bus Service provide public indemnity.

Parents must accept duty of care for their children when they are walking along the footpath at Grenfell Public School to be either placed on connecting buses or be collected by an authorised person.

 **Bus Requirements**

* Children must be over three years of age to access the bus
* Parents must confirm bus utilisation upon booking. Bus forms must be completed before a child may access Loader’s Bus.
* Parents must inform the applicable bus operator they wish to access the bus.
* Rural bus fare is $1.00/ journey for the Loader’s connecting bus service payable on invoice and as per arranged amount for other journeys payable to the applicable operator

Grenfell Preschool and Long Day Care Centre is prepared to supervise a maximum of 6 children at any one time on the connecting bus and then distribute children to home buses or release to an authorised person. If the number goes over 6 an additional staff member will accompany them.

20. Emergency Evacuation Procedure

Evacuation procedures are clearly displayed in each playroom. Parents are requested to become familiar with emergency procedure and evacuation route in case of an emergency.

The children and staff practice the evacuation procedure four times per year.

21. Storage of Potentially Dangerous Products

The Centre has a policy on the storage of potentially dangerous products that is available to all parents.

All potentially dangerous products have a Material Safety Data Sheet and is stored in each playroom. All products are stored out of reach of children. When staff are using cleaning products, they keep them out of reach of children.

The Centre has pamphlets on how to prevent poisoning at home.

Poisons Information Centre: 13 11 26

22. Management Committee

The Centre is administered by a volunteer Management Committee. A committee is elected each year from the parent body. Our Annual General Meeting is held on the third Monday of September at 7.00pm. General Meetings are held on the second Monday of every second month. Everyone is welcome to attend General Meetings.

The Management Committee comprises of a President, Vice President, Treasurer, Secretary and 3 Ordinary Members. These are voluntary positions and without these positions being filled our Centre cannot constitutionally operate. The Management Committee regularly meets separately from the General Meeting to discuss confidential issues. The Management Committee is responsible for the overall operation of the Centre which overseen by the Director/Authorised Supervisor.

The efforts of all parents are greatly appreciated and through everyone’s help we consistently offer a quality service to our children.

23. Policies

Our Centre has a range of policies which govern its operation. A Policy Folder is available in the foyer for parents to read. Please ask the Director, Management Committee member or a staff member if you would like a copy of the policies on disc.

Policy making is a continual process. Staff, parent representatives and the Management Committee devise and revise all our policies. We have policies on the following matters:

**1. CENTRE STATEMENTS**

1.1. Mission Statement

1.2. Philosophy

1.3. Rules of the Association

1.3.1. Application for Membership of Association

1.3.2. Form of Appointment of Proxy

**2. ADMINISTRATION**

2.1. Devising and Reviewing Policies

2.1.1. Policies Under Review

2.1.2. Review Dates

2.2. Privacy and Information Management

2.2.1 Record Retention

2.2a Letter Agreeing to Chapter 16a Request

2.3. Grievances and Disputes

2.3.1 Complaints Register

2.3.2.Complaints Form

2.4. Notification of Death

2.5. Privacy Collection Statement

**3. MANAGEMENT**

3.1. Management Committee

3.1.1. Confidentiality Agreement

3.1.1a Contact List

3.1.1b Organisations and Government Departments

3.1.1e Meetings Guide

3.1.2. Financial Management Tasks

3.1.3. ACECQA Forms

3.1.4. Management Committee Manual

3.1.4d Summary of Roles of Responsibilities

3.1.4f Minutes proforma

3.1.4g Agenda Annual General Meeting

3.2. Employment of Committee Members

3.3. Nomination Form for AGM

3.4. Management Reporting for Duty

**4. ENROLMENT**

4.1. Enrolment

4.1.1. Orientation Checklist

4.1.2. Enrolment Form

4.1.3. Parent Information Handbook

4.1.4. Occasional Enrolment

4.2. Priority of Access

4.3. Fees

4.4. Cancellations

4.4.1. Bookings

4.5. Child Custody

4.6. Age Range

4.7. Bus

4.7.1. Bus Permission Note

4.8. Arrival and Departure

4.8.1. Authority to Collect Form – Phone permission

4.8.2. Failure to Collect Child Form

4.8.3. Authority to Collect

4.9 Acceptance and Refusal Policy

4.10 Personal Information Disclosure Form

**5. STAFF**

5.1. Staff Induction

5.1.1. Induction Checklist

5.1.2. Staff Handbook

 5.1.3 Staff Salary Increase Policy

 5.1.4 Job Descriptions

5.2 Ethical Conduct

5.3 Confidentiality

 5.3.1 Confidentiality Agreement

5.4 Casual Staff

5.5 Students and Volunteers

5.5.1 Student and Volunteers Induction Checklist

5.6 Interviewing Staff

5.7 Staff Appraisals

5.7.1 Notification of Appraisal

5.8 Dealing with Staff Performance

5.9 Conflict Resolution within the Workplace

5.9.1 Anti-Discrimination and Bullying

5.10 Staff with Children at the Centre

5.11 Staff Professional Development

5.11.1 Professional Development Request Form

5.12 Staff Immunisation

5.12a Staff Immunisation Record

5.13 Staff Shoe and Hat

5.14 Staff Smoking, Alcohol and Illicit Drugs

5.15 Staff Leave

5.15.1 Staff Leave Without Pay

5.16 Leave Application

5.17Determining responsible Person

 5.17.1 Certified Supervisor

 5.17.2 Educational Leader

 5.17.3 Other Staff Member

 5.17.4 Roles and Responsibilities

 5.18 Mobile Phones and Social Media

5.19 Social media

5.20 Employee History Form

5.21 Staff Development Training Record Sheet

 5.22 Employee and Volunteer Accident /Incident

5.23 Employee Accident Form

5.24 Certified Supervisor Accident Report Form

5.25 Health Issues relating to pregnant child care staff

**6 PROGRAMMING**

6.1 Programming

6.1.1 Family Service Plan

6.1.2 Story of the Day

6.1.4 Observation Checklist

6.1.5 Portfolio Cover

6.2 Story of the Day templates

 Implementation of Goals for Children

7.1.1 Parent Meeting Form

6.3 Child Portfolios

6.3.1 Child Portfolio for Parents

6.3.2 Portfolios – Parent Comment Form

6.4 Behaviour Management

6.5 Outdoor

6.5.1 Outdoor Program

6.5.2 Outdoor Equipment Cleaning Chart

6.5.2a Equipment Check

6.6 Quiet Time and Rest

6.6.0 Infant Individual Sleep Routine

6.6.1 Evaluation Procedure

6.6.2 Evaluation Checklist

6.7 Excursion

6.7.1 Excursion Checklist and Risk Assessment

6.8 Bike Policy

6.9 Screen Time Policy

6.10 Social Justice Inclusive and Diversity

6.11 End of Day Procedure

6.11.1 Playground Check

6.12 Developmental Records

6.13 Full Day Routine

6.14 Annual Parent Survey

6.16 Sustainability

**7 PARENT INVOLVEMENT**

7.1 Parent Involvement

7.1.1 Family meeting Form

7.2 School Choices

7.3 Parent and Staff Communication

**8 HEALTH & SAFETY**

8.1 Accident/incident/Illness children

8.1.1 Accident/incident/Illness form

8.2 Severe allergic reaction - anaphylaxis

8.2.1 How to use Epipen

8.2.2 Documentation of Epipen training

8.3 Medical conditions

8.3.1 Parent Permission Note

8.3.2 Medication and Risk Management and Communication Plan

8.4 Asthma

8.5 Emergencies and critical Incidents

S101 Notification of a serious incident

8.5.1 Fire / Emergency Evacuation

8.5.2 Evacuation Check list

8.5.3 Lock down

8.5.4 Responding to a bush fire

8.5.5 Responding to a severe storm or cyclone

8.5.6 Responding to a telephone threat

8.5.7 Responding to an armed holdup or intruder

8.5.8 Responding in a thunderstorm

8.5.9 A power failure

8.5.10 Emergency signs

8.6 Infection control

8.6.1 Illness Register

8.7 Immunisation

8.7.1 Immunisation schedule

8.8 Sun protection

8.9 Administration of Medication

8.9.1 Medication Permission Card

8.10 Managing a child with an acute fever

8.11 Hand washing Procedure

8.11a How to use alcohol based hand rub

8.12 Toileting

8.12.1 Toilet Procedure

8.12.2 Toilet Training Chart

8.13 Nappy Changing

8.13.1 Nappy changing procedure

8.13.2 Nappy changing chart

8.13.3 Bottle Chart

8.14 Procedure to clean bathrooms

8.14.1 Cleaning

8.14.2 Toilet cleaning chart

8.14.3 Toy cleaning chart

8.14.5 Washing up procedure

8.14.6 Fridge Cleaning Chart

8.15 Dental Care

8.16 Food Handling

8.16.1 Refrigerator Cleaning Chart

8.16.2 Water Cooler Cleaning Chart

8.16.3 Daily Temperature Check on Refrigerator

8.16.4 Microwave Cleaning Chart

8.17 Nutrition

8.18 First Aid Action Plan for Dangerous Products

8.19 First Aid box checklist

8.20 Sick Children/Infectious Diseases

8.21 Water Safety Policy

8.22 Wearing of Jewellery

8.23 Child Protection

8.23a Record of Indicators Form

8.23.1 Reference - NSW Ombudsman

8.24 Clothing

8.25 Animals and Birds at the Centre

8.26 Motor Vehicle Policy and Procedures

8.27 Snakes Spiders and Insects

8.28 Sustainability

8.29 Supervision Policy

**9 WORKPLACE HEALTH & SAFETY**

9.1 Work Health & Safety

9.1.2 WH&S policy checklist

9.1.3 WH&S risk audit checklist

9.1.3 Risk control implementation plan

9.1.4 Hazard identification form

9.1.5 Hazpak worksheet

9.2 Procedures for discipline in relation to breaches of WHS

9.5 Hazardous Chemicals

9.5.1 Procedure for use of Hazardous Substances

9.5.2 Hazardous chemicals product control form

9.6 Manual Handling

9.6.1 Procedure for Manual Handling

9.7 Procedure for controlling the risks associated with electrical equipment

9.7.1 Electrical check list

9.8 Equipment and Maintenance

**10 CONTRACTORS**

10.1 Contractors

10.1.1 Procedure for contractors

10.1.2 Contractor induction record

10.1.3 Evaluation of contractors

10.2 Workers Compensation for Contractors and sub contractors

24. Visitors

Work Health and Safety Regulations require the Centre to get all visitors to sign in and out of the Centre. A visitor is any person, other than parents picking up and dropping off their children, who will be staying at the Centre longer than 10 minutes. The visitor’s book is located in the foyer and in the Rainbow Room.