



Grenfell  
Preschool

+ LONG DAY CARE  
CENTRE

# Parent Handbook 2021

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## TABLE OF CONTENTS

<b>1. Philosophy</b>	<b>4</b>
2. NATIONAL QUALITY STANDARDS	6
3. SERVICE STRUCTURE & STAFFING	8
<i>Board of Directors</i>	8
<b>4. Enrolment &amp; ORIENTATION</b>	<b>9</b>
<b>5. Priority of Access</b>	<b>10</b>
<b>6. Fees</b>	<b>11</b>
<i>Membership Charge</i>	12
<i>General Information</i>	13
<i>Fee Payment</i>	13
<i>Fees in Arrears</i>	13
<i>Additional Child Care Subsidy</i>	14
<i>Child Care Subsidy (CCS)</i>	14
<i>Late Fee</i>	15
<i>Allowable Absences</i>	15
<i>Bookings and Cancellations</i>	15
<b>7. Helping Your Child Settle In</b>	<b>16</b>
<b>8. Arrival and Departure</b>	<b>17</b>
<b>9. Lockers</b>	<b>18</b>
<b>10. Day-to-Day</b>	<b>18</b>
<i>Nappies</i>	21
<i>Sleeping</i>	21
<i>Routines</i>	21
<b>11. Behaviour GUIDANCE</b>	<b>22</b>
<b>12. Programming</b>	<b>23</b>



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

13.	Health and Hygiene	23
14.	Medication	24
15.	Accident/Incident Procedure	25
16.	Sick Children and Infectious Diseases Policy	25
17.	Bus Travel	26
18.	Emergency Evacuation Procedure	27
19.	Parent Involvement	27
20.	Grievances and disputes	32

The Board of Directors, Operational Leadership Team and Educators extend a warm welcome to all parents, relatives, carers, and friends who have a child enrolled at our Service.

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

We look forward to meeting and working collaboratively with you.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

## 1. PHILOSOPHY

### Mission Statement

Grenfell Preschool and Long Day Care (GPLDCC) and Weddin Mobile Preschool 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

The Grenfell Preschool and Long Day Care Centre and Weddin Mobile Preschool acknowledges the Wiradjuri people as the traditional custodians of the lands and waters where our Service is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal people.

We believe that a child's first five years are fundamentally important. They are the most valuable stage of life that shapes the child's future health, happiness and development. 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. We will establish a partnership of mutual respect, trust and empathy with parents and families to promote the child's wellbeing. This partnership with families will be built on open, honest, communication. Parents and families are always welcome at the Service and their involvement is greatly encouraged.

We believe that each child is naturally creative, capable and inquisitive. We understand that children are motivated to explore and discover the world by actively employing a complex network of abilities and interests. We know that children 'learn through play' and recognise children's agency from birth.

Loris Malaguzzi was an Early Childhood Philosopher who believed "children are powerful and capable individuals, with the ability and desire to construct their own knowledge". He identified three teachers of children – adults, other children and their physical environment. This reinforces our belief that the environments provided are key educators for the children who attend the Service.

Our 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 experiences and to develop nurturing relationships with others. Each educator is seen as a valuable resource to the Service, their personalities and beliefs contribute to making a successful Service. We respect diverse culture, language, social- economic levels, abilities, beliefs, and values. We honor and embrace diversity. We will endeavour to embed Aboriginal history and culture into our daily practices.

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.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

## Introduction

Grenfell Preschool has operated from 35 Forbes Street Grenfell since 1964, providing Early Childhood Education and Care 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 (GPLDCC) opened in June 2001. In June 2002, the Centre converted most of its Preschool placements to Long Day Care to make fees more affordable to the general community. State funded preschool placements are still available.

The Weddin Mobile Preschool Service was issued its licence on the 13 April 2010 and commenced operating on the 21 July 2010 and is funded by the Department of Education and Communities.

All Services are administered by a volunteer Board of Directors. The Operational Leadership Team (comprising of the Service Director, Assistant Director, Operations Co-ordinator and the Educational Leader), with the support and oversight of the Board of Directors, work together to provide high quality care for children, meeting the diverse and changing needs of our local community.

## Early Childhood Education and Care Services

### Centre Based Services

The Centre operates four playrooms catering for the following age groups. The Rainbow Room (0 – 2 ½ year old children), the Sunshine Room (2 ½ - 3-year-old children), the Garden Room (3 - 4-year-old children) and the Star Room (4 - 5-year-old children). All children are combined in the Rainbow room from 7:30am - 8.30am and from approximately 5:00pm - 6.00pm.

The centre also provides before and after school care for children up to 12 years old. Children accessing this service are safely transported to primary school using the private bus service of Loader's Coaches. The after-school care program is delivered by the service Coordinator with a program designed to meet the age and development of children in attendance. A school vacation program is provided during term holidays.

Preschool opening hours are from 8:00am to 3:30pm during school term, however children attending this program can still attend for the full day if paying long day care rates. The Centre is open for 50 weeks of the year.

The Centre's operation hours are 7:30am- 6.00pm. The centre is licenced for 70 children a day with ages ranging from 6 weeks to 12 years.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

## Mobile Pre-school

The Weddin Mobile Preschool Services are delivered at Quandialla Public School on Mondays and Wednesdays and Caragabal Public School on Tuesdays and Fridays. This service can be accessed by children aged 2 ½ - 6 years. The service operates within school term from 9.15am - 3.15pm.

All services are closed on weekends and public holidays. On the first day back for the year, we have a professional development day. This day is set aside for planning, team collaboration, training, and orientation for all staff.

## 2. NATIONAL QUALITY STANDARDS

In December 2009, a National Quality Framework for Early Childhood Education and Care was established. 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. Research shows that the early years of children's lives are the most 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 the National Quality Standard for Early Childhood Education and Care and School Age Care ('National Quality Standard'). The services offered at GPLDCC are required to complete a national quality rating and assessment process periodically to ensure services are operating within regulatory requirements. The Australian Children's Education and Care Quality Authority (ACECQA) has oversight of assessment and rating.

## 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:

- The rights and best interests of the child are paramount.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

- Children are successful, competent, and capable learners.
- Equity, inclusion, and diversity underpin the framework.
- Australia's Aboriginal and Torres Strait Islander cultures are valued.
- The role of parents and families is respected and supported.
- Best practice is expected in the provision of education and care services.

### Approved learning frameworks

GPLDCC applies the approved learning framework for all children accessing early childhood education. The National Quality Standard is linked to the learning framework and recognises children learn from birth.

The learning framework includes:

Belonging, Being and Becoming: The Early Years Learning Framework for Australia ('Early Years Learning Framework')

My Time, Our Place: Framework for School Age Care in Australia ('Framework for School Age Care').

These frameworks outlining practices to support and promote children's learning.

### Early Years Learning Framework ('EYLF')

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.

### My Time Our Place ('MTOPI')

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.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

### 3. SERVICE STRUCTURE & STAFFING

#### Board of Directors

In 2020, the Rules of the Association that govern the oversight of the service were revised to adopt a more contemporary governance structure for the Service. The Board of Directors operates with three volunteers, elected to the Board each September at the Annual General Meeting.

**Director:** Bonnie Fitzpatrick

**Director:** Belinda Mawhinney

**Director:** Amanda Protheroe

#### Staff

##### Director

Wezley Makin has been recently appointed as the Director of Grenfell Preschool & Long Day Care Centre. Wez holds a Bachelor of Education and has over 10+ years' experience within the education sector. Wez has recently returned from working as a Primary School Teacher in Dubai, UAE. Wez has a wealth of knowledge within the early education and care sector as he has held many positions, from casual educator to Director of several services.

##### Assistant Director

Holly Ryan is the Assistant Director and works 3 days per week from 8:15am – 4:15pm. Holly works alongside the Director and Operations Co-Ordinator, along with the board of Directors to ensure the day to day running and compliance of the Service. Holly holds a Diploma in Children's Services and has been employed by the Service in varying capacities since 2013.

##### Operations Co-ordinator

Lorraine Harveyson is the Operations Co-ordinator and works fulltime from 8:00am – 4:00pm. This role is pivotal to the operations of the Service and is the first point of contact with the Service. Lorraine works closely with the Board of Directors to ensure that operational activities continue to align with the strategic direction of the organisation.

##### Educational Leader

The Educational Leader for the Service is currently vacant.





Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

### Educators

All educators qualifications meet the Australian Children's Education and Care Quality Authority requirement. We also ensure ALL educators hold a First Aid qualification for early childhood education and care as well as child protection training. Working with Children Checks are completed on all educators before commencement of their employment.

### Casual Workers

Our teams are supported by our valued casual educators who hold early childhood qualifications from working towards their Certificate III to Diploma.

*"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."*

- Rite Pierson, Educator

## 4. ENROLMENT & ORIENTATION

The Director and Operations Co-ordinator oversee the enrolment process. Enrolment & Orientation to the Service is a great opportunity for us to get to know your child and your family. It is a time for families to become familiar with the Service, educators, programs, expectations, and routines. This process is the beginning of our collaborative partnership of respectful and meaningful relationships.

We invite families to contact the Service and arrange a mutually convenient time for an orientation visit. When enrolling your child, along with a completed enrolment form, you must provide to us with the following documents:

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 child's birth certificate.
4. Any asthma/ anaphylaxis plans related to your child.

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.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

Department of Human Services will be provided information to you confirming allowable hours and percentage for rebate. Throughout this process you will be required through your My GOV account to confirm enrolment of your child at the Service before commencing.

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 does 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.

## 5. 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
- **Priority 3** – any other child

Within these three priority categories, precedence will 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 non-English speaking backgrounds
- Socially isolated families
- Single parent families.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

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.

## 6. FEES

Long Day Care Rates (7:30am to 6.00pm)	\$110.00 per day
Before School Care (From 7:30am)	\$15.00 per hour
After School Care (3:30pm - 6:00pm)	\$25.00 flat rate
<b>Preschool Rates (8.00am-3.30pm)</b>	
Grenfell Pre School	Full Day \$30.00
Grenfell Equity Children	\$5.00
<b>Weddin Mobile Pre School (9:15am-3:15pm)</b>	
Weddin Mobile Pre School	Full Day \$30.00
Weddin Mobile Equity	\$5.00

- 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 identifies as Aboriginal and Torres Strait Islander)
- Occasional Care is a one-off booking



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

- 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.
- 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.
- 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 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 must 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 download them from [www.humanservices.gov.au](http://www.humanservices.gov.au)

### Payment Options

Payments can be made by EFTPOS with credit/debit card, iPay through Hubworks or direct deposit. We do not accept cash payments at this time.

#### Banking Details

Account Name: Grenfell Preschool Inc.

BSB No: 032820

Account No: 136321

#### Membership Charge

A \$10.00 Membership fee per family will be charged on 1<sup>st</sup> July each year. The membership fee means that all parents and carers accessing the GPLDCC are members of the GPLDCC Association and can vote at the annual general meeting. Further information about membership is available through the Rules of the Association. Parents must provide two weeks' notice of cancellation of their child's position.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

## General Information

- Fees will be processed on a weekly basis and emailed to parents.
- 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 Board of Directors.

## Fee Payment

- Fees are to be paid to the Operational Co-ordinator during office hours 8am - 4:00pm.
- Fees may be paid by 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 Operational Co-ordinator or Director.

## Fees in Arrears

If an account falls into arrears, this amount being 4 weeks of fees, the following procedures will be implemented.

1. At the end of the 4-week 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 Operational Manager/Director and informed of the amount they owe and reminded of the Service 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 Operational Manager/ Director and the Board of Directors, Letter 2 will be sent. Letter 2 informs the parents that, since fees have not been forthcoming their child's position at the Service 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.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

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 4-week 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 Operational Manager/ Director 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 \(ACCS\)](#) 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 childcare.

You must meet the eligibility requirements [for the Child Care Subsidy](#) 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 CCS 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.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

## Late Fee

The Centre is licensed to operate between the hours of 7:30am and 6.00pm. It is a regulatory requirement that two educators must be always present on the premises when children are in attendance. If a parent is late picking up their child, this means overtime must be paid to two educators. 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**

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 Service 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.
- 24 hours' notice must be given for casual bookings.
- All absences on a casually booked day must be paid for.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

- 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.

### 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.

## 7. HELPING YOUR CHILD SETTLE IN

Accessing an Early Childhood Education and Care Service for the first time is a big step for children and parents. Children all react differently to changes. 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 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 positive transition:

1. Visit the Service 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. At this time, an educator will give you a tour of the premises, pointing out the toilets, lockers, playroom, cots and/or beds etc.





Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

2. Be positive – it is contagious. After the visit to the Service discuss it with your child. Ask what they remembered and liked, point out all the fun things, talk about the friendly educators etc.
3. Stay and Play. For your first few times at the Service 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 Service 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 goodbye. Make sure you say goodbye and tell your child you will be back to pick them up.
5. Keep in touch. Ring us anytime to find out how your child is going. We aim to make you and your child comfortable and happy about coming to our Service.

Educators will discuss your child's day with you when you return. If you have any questions, please don't hesitate to ask.

## 8. ARRIVAL AND DEPARTURE

1. Please sanitise yours and your child's hands using the automatic sanitising station or pump sanitising on entry to the building.
2. Please do not enter if you have any flu like symptoms or have been in contact with a possible COVID-19 infection. We are committed to keeping the children, families, educators and community of Grenfell, Caragabal and Quandialla safe.
3. When entering the building we ask that you maintain social distancing and remain 1.5m away from others. At the Centre you can use the red circles on the ground as a guide particularly when signing in.
4. All children must be signed in and out of the Service each day. Sign on and out is completed electronically. The iPads at the Centre are located in the foyer and outside the Rainbow Room on the shelf.
5. 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 Service in the event of a fire or other emergency.
6. Always close doors and gates after entering and leaving the building.
7. When you arrive please let educators know you are there and inform them when you are leaving.
8. Please sanitise your hands as you are leaving.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

9. When you are picking up your child please follow our COVID safe steps again and ensure you are sanitising your hands before entering the building.
10. Please let an educator know you are leaving. Children will only be released to people who are listed on their enrolment form as an authorised person to collect. If someone other than the listed person is to collect your child, you must inform educators and give written consent. Make sure you also to inform your child if someone else is going to pick them up.
11. Authorised collection of children. Only those nominated on your child's enrolment form are able to collect your child. This person must be over the age of 18 years old. If the person collecting the child is not known to educators, 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.
12. 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. An educator will then come and open the door for you.

Some of these procedures will change in accordance to NSW health and government advice around COVID-19 and in relation to our COVID-19 Safety and Management Plan.

## 9. LOCKERS

Lockers or a bench are provided at each Service for the children's belongings. We ask that you ensure all of your children's belonging are removed from their lockers at the end of each day.

## 10. DAY-TO-DAY

### Food

Our Service is a Nut Aware Service, this is unless we have a child enrolled in the Service with severe nut allergies. In this case this will be communicated effectively to families to ensure that no nut products are supplied.

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

Please provide your child's morning tea in a separate labelled container to their lunch box. Fruit is highly recommended and encouraged.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

### **Drink Bottles**

Labelled drink bottles are to be placed in the refrigerator. The Service will provide water if this is forgotten. More regular families may consider providing a bottle that can be kept at the Service. *Water only is recommended.*

### **Lunch**

Please pack a healthy lunch, e.g. a meat, cheese or salad sandwich, fruit, yoghurt, muesli bar, cracker biscuits. Please put all lunch boxes and drinks in fridges.

With the varying ages we understand children's eating habits will be different. With the 0–3-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. Educators will heat your child's food if necessary and will put all your belongings back in your child's bag. We supply all cutlery, bibs, and washers.

### **Afternoon Tea**

If your child is staying after 3.00pm, please pack afternoon tea, e.g. fruit, cracker biscuits, cheese, yoghurt. Children attending after school care will require afternoon tea to be packed also. It is always a good idea to send more than your child would normally eat at home. We will send home any uneaten food.

### **Dental Care**

It is the Service'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. During COVID 19, however cup cakes are recommended to avoid cross infection.

### **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.

### **Footwear**

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



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

activities. Children will be provided with opportunity to play without shoes as well. When playing outside educators 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.

Educators 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 Service will provide aprons to protect your child's clothing during 'messy play'.

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 Services wearing singlet tops. Our Service requires children to wear sun-wise clothing, e.g. t-shirts and shirts with sleeves.

We ask that you apply sunscreen to your child before attending the Service. Sunscreen should be applied 20 minutes before exposure to UV in order to create the intended protective barrier and during the warmer months we may already be outside when you arrive.

The Service supplies Cancer Council SPF 30+ Sunblock. We will help children apply sunblock before they go outside at times during the day. Children must wear a hat when outside, both in winter and summer. From October to March sun protection is required always. 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, educators 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.

GPLDCC will provide shade structures and shady trees.



**Grenfell Preschool**  
+ LONG DAY CARE CENTRE



**Weddin Mobile**  
**Preschool**  
**Service**

### **Children travelling home on the bus**

Educators at the Service will apply sunscreen to children travelling home on the bus if required. We ask parents to supply sunscreen with the child's name on it and notify the educators in writing.

### **Nappies**

Parents are to supply either 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 educator. Educators will practice hand washing procedures before and after changing nappies which includes your child washing their hands.

### **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 Service 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.

### **Routines**

Routines will vary from Service to Service and room to room at the Centre. This is because our daily routine reflects the individual needs, ages, and stages of the children in attendance. You can however find a copy of a guided routine within the Service/ room your child is enrolled in. Please ask educators if you are unsure and a copy can be provided to you.

Routines throughout the day include indoor and outdoor play, music, visual arts, small and large group experiences, mealtimes together, quieter times and spontaneous activities.

### **Age Ranges**

The Rainbow Room is for children aged 0 to 2 ½ years. Educators will gather information, plan and implements developmentally appropriate learning opportunities and provisions to ensure these are best meeting your child's ages and stages of development. As children grow and mature, they require challenging and further stimulating experiences, we call this scaffolding.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

From the Rainbow Room they move into the Sunshine Room which is for children aged 2 ½ – 3 years. Educators will not make the decision to transition your child from one to the next without communicating with you. Educator knowledge and developmental records of your child will assist in making this decision. If you have any questions about your child's transition please speak with us, we want this to be a positive time for all.

The Garden Room is for children aged 3 to 4 years.

The Star Room is for 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.

## 11. BEHAVIOUR GUIDANCE

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour.

Self-regulation is the ability to manage energy states, emotions, behaviour, and attention: the ability to return to a balanced, calm, and constant state of being. Self-regulation is a key factor for mental health, wellbeing, and learning (KidsMatter, Early Childhood, 2014)

Inclusion is defined as taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF)



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

The behaviour and guidance strategies used by educators at our Service are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others. Please see Behaviour Guidance Policy.

## 12. PROGRAMMING

The Service program will foster individual uniqueness, self-esteem and independence and support the development of 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, meeting the needs of children of all abilities and accommodating their social and cultural backgrounds.

We believe that all children are unique and learn in different ways. We are a high-quality Early Childhood Education and Care Service that fulfils the needs of the community and is accessible to all children, of all abilities, without discrimination.

### Evaluation

Evaluation is the process of appraising carefully or ascertaining the value of something. Evaluation is a team effort and is a constant and ongoing process. We evaluate and reflect to ensure that our practices are meeting sector standards and to ensure we are always meeting the needs of the children, families, educators, and community's needs. Improving quality in education and care is something we all strive to achieve.

## 13. HEALTH AND HYGIENE

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

- Ensure COVID-19 practices are followed at all times.
- Wash hands regularly. Educators will wash hands on arrival at the Service, 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.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

- 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 Service and provide comfort to the child.
- Maintain an immunisation register.

## 14. 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 administered. The medication will then be stored in a locked container. Please always speak directly with an educator about medication and the needs for administering.

The medication will be administered by one educator and another educator will verify the type of medication, and that the dosage is correct. Both educators will sign the medication card.

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

The Panadol Consent Form is included in your child's enrolment however will be updated every six months.

Panadol will be stored at the Service and will only be administered when a child has a temperature over 37.5°C. 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.

If a child's temperature is over 37.5°C an educator will:

1. Contact the parents, who will need to collect the child;
2. Administer Panadol, if authorised, remove clothing and sponge bath the child. This is a last resort option;
3. Encourage regular intake of fluid to prevent dehydration; and





Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

4. Advise the parents that the infected child will have to stay away from the Service until naturally free from fever for 24 hours.

## 15. ACCIDENT/INCIDENT PROCEDURE

- In the event your child is involved in a minor accident or incident, e.g. grazed knee, sand in eyes, a bump on the head etc, educators 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 educators when collecting his/her child. The red dot signifies there was an accident, or an incident, which educators need to inform you of. Parents will be required to read and sign this accident form. All accident forms will be filed at the Service.
- In the event of an accident or incident which may need further medical attention, e.g. a suspected broken bone, a cut needing stitches, a moderate asthma attack etc, educators 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, e.g. a child falling and becoming unconscious, a compound fracture, an allergic reaction, a severe asthma attack etc, educators 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.

## 16. SICK CHILDREN AND INFECTIOUS DISEASES POLICY

The Service is unable to provide care for sick children. If a child becomes sick at the Service, educators will consult with the Director and then the parents will be contacted. If the parents cannot be contacted the educators will then contact the listed emergency contacts on the enrolment form.

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

The Service retains the right to exclude any child who is regarded by the Director/ Responsible Person to be a health risk to other children, or any child who is obviously unwell and/ or 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 Service include:

Condition	Exclusion of Cases
Conjunctivitis	Until all discharge from eyes has ceased.
Vomiting	Return after 48 hours from last vomit.
Diarrhoea	Until 48 hours after last loose bowel movement.
Febrile Convulsions certificate.	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	Children are able to return to the Service once the hair has been treated with anti lice shampoo or lotion and head is free from lice. Dead eggs will probably be still attached.

## 17. BUS TRAVEL

The Board of Directors understands that some rural and working families would be unable to access the Service 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 Service, the Board of Directors will release an educator/s to accompany children on the connecting bus and then distribute them to their home bus.

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



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

Children who are enrolled at Grenfell Preschool and Long Day Care Centre are covered under the Service's insurance whilst they attend the Centre and or are on an excursion. When children travel on buses to and from Grenfell Preschool and Long Day Care Centre they are not covered by the Service's insurance. Children are uninsured when walking along the footpath at Grenfell Public School, that is, neither Grenfell Preschool nor 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 educator will accompany them.

## 18. 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 educators practice evacuation procedures four times per year.

## 19. 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 are encouraged to meet educators and have an opportunity to look at the Service and discuss Policies and Procedures.

Parents and children will be individually greeted on arrival and departure. At this time educators 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.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

Parents/carers and relatives are welcome to visit our Service 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. Our Service is a non-profit organisation and according to our funding agreement and constitution our Service must be administered by a volunteer parent body. At General Meetings the Board of Directors and Director, report against service finances, policy and procedures, educator 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 program. Singing, storytelling, cooking, playing a musical instrument, juggling or whatever! It is 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 educators 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 Service to discuss issues related to quality education and care. 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 program to extend children's' interest. To enable the children to go on these excursions we often need help from families.



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

## 20. GRIEVANCES AND DISPUTES

### Aim

The Service aims to establish a clear procedure for families, educators, and Board of Directors to deal with grievances and disputes in a timely, fair and equitable manner.

### Background

It is acknowledged that all people are unique and different personalities respond differently to each other. Everyone in our organisation should be confident in reporting inappropriate behaviour.

From time-to-time, the Service will have to deal with some sort of conflict or dispute. Complaints and grievance procedures give parents, management, educators, and community members a framework to resolve problems relating to the provision of Service.

#### *Definition of a Complaint*

A complaint is anything which a person considers is unfair or unreasonable and anything which makes a person unhappy with the Service.

The Service will use feedback positively to improve practice. People who make a complaint will remain confidential, refer to Privacy Policy.

The Grenfell Preschool and Long Day Care Centre and Weddin Mobile Preschool will:

- Provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program
- Develop a process for making and managing complaints.
- Communicate the option and process of making a complaint
- Handle complaints diligently and confidentially

Our Service will offer a variety of ways to communicate and provide feedback including:

- Day books
- Daily Program - will have a section dedicated to comments or feedback on the program and activities
- Interactions
- Formal feedback and comments
- Surveys
- Family meetings



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

- With permission, educators may write comments on behalf of families to help with evaluations of the program and encourage further family input.
- Families are provided the Service's email address and phone details at orientation. Families will be encouraged to converse with educators at pick up and drop off times and may email or call throughout the day.
- Feedback from families is encouraged and educator will take this feedback into account in ongoing planning and quality improvement.
- Families will be informed as to how their feedback has contributed to improvements in the Service through information notice board displays, emails, and/or newsletters.

### Practices

There are two stages in dealing with any dispute; the informal internal dispute resolution stage and the formal dispute resolution stage.

Many conflicts and disputes will be dealt with in the first stage. It is only when the issues are serious, and the first stage fails those formal procedures must be started.

#### Stage 1: Informal Complaints Resolution

- Deal with the problem as early as possible before it gets out of hand.
- Speak to the educators concerned.
- If you feel uncomfortable talking to the educators, then the next course of action is to speak to the Director.
- The Director will document your concern/complaint on our complaints form/s. The Director will use discretion if the matter needs to be taken further. The Director will consult with the educators concerned.
- The Director will consult with the Board of Directors. The person who made the complaint will remain anonymous. Through consultation with educators and the Board of Directors policies and procedures may be changed.
- The Director will inform the parent of the changed procedure and outcome of the consultation with the educators.
- If the parent making the complaint feels that they cannot talk to the Director and or has the grievance with the Director, he/she may speak to a Board of Directors. The Board of Directors will meet and consult with the person involved. The parent making the complaint will be informed of the outcome of the meeting.
- If you are not satisfied with the outcome of the grievance procedure, then the complaint needs to become formalized.



## Stage 2: Formal Complaints Resolution

- Write a letter to the Board of Directors clearly identifying the grievance.
- At least one Board of Directors will meet to discuss the grievance and course of action.
- At least one Board of Directors and the Director (where the Director is not involved in the complaint) will arrange a meeting to discuss the grievance with the parent. The contents of the meeting will be documented. The meeting will clearly identify the complaint, negotiate possible solutions, identify the solution, and record an action plan. A copy of meeting minutes will be given to the parent. The minutes will be signed by the Board of Directors and the parent.
- At least one Board of Directors and the Director will meet with the educator/s concerned and a resolution and action plan will be discussed. The meeting will be minuted and the staff member and Board of Directors will sign the record of the meeting.
- Board of Directors will meet again with the parent to discuss the outcomes of the meeting with the educator/s.
- A mutually agreed resolution will be found, changes to policies and procedures may occur and the educator may have their performance reviewed under the educator appraisal system. The parent who made the grievance will receive a letter clearly outlining the resolution and outcomes of the grievance procedure.
- If the person making the complaint is not satisfied with the outcome of the grievance procedure than they may lodge a complaint to the Ombudsman or the Office of Child Care.

NSW Ombudsman Level 24, 580 George Street Sydney NSW 2000	<b>Phone</b> 02 9286 1000 1800 451 524	<b>Email:</b> nswombo@ombo.nsw.gov.au <b>Website:</b> <a href="http://www.ombo.nsw.gov.au">www.ombo.nsw.gov.au</a>	<b>Translating and Interpreter Service (TIS)</b> 131 450
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Should there be a dispute between members (in their capacity as members) of the association, and disputes between members and the association, you should refer to part 11 of the rules of the association and they are to be referred to a community justice centre for mediation.

The Service must notify The NSW Early Childhood and Care Directorate if within 24 hours if:



Grenfell Preschool  
+ LONG DAY CARE CENTRE



Weddin Mobile  
Preschool  
Service

### *Complaints alleging*

That the safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service or:

That the Education and Care Services National laws been contravened.

The Service must notify The NSW Early Childhood and Care Directorate if within 7 days.

Any circumstance at the Service that poses a significant risk to the health, safety or wellbeing of a child attending the service or wellbeing of a child attending the Service.

A Notification of Complaints and incidents (other than Serious Incidents form (NL01) must be filled out and lodged with:

The NSW Early Childhood Education and Care Directorate  
Locked Bag 4028  
Ashfield NSW 2131

All complaints and action taken must be recorded. They must be stored at the Service for 3 years and then archived until the child reaches 25 years of age.