

PARENT

HANDBOOK

Quality Area 6: Collaborative Partnership with Families

Welcome| We wish to welcome you to our family operated childcare centre which consists of an open door policy. You and your family are welcome to visit our centre at any time. Our Parent Handbook explains imperative information you will need to be responsive of whilst your child is in attendance at our Service.

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

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

**Happy Turtle Childcare Centre Philosophy**

Our Centres philosophy reflects our values and beliefs. At Happy Turtle Childcare Centre we endeavour to create a setting in which children will find comfort and security,

We aim to provide children and their families with atmosphere that is warm, welcoming, nurturing and enjoyable. We offer a safe and supportive environment where children are valued and encouraged to develop to their full potential as they progress through their early years.

**We aim to achieve this by…..In relation to the child; we believe...**

* Children are capable and resourceful involved learners who are active contributors to their own learning.
* Children learn through play, learning can occur anywhere at any time. Children’s learning is increased when engaged in interest based, meaningful experiences.
* Children need to be valued as individuals within the context of their family and their community.
* Children can develop confidence and positive self-esteem through a supportive and secure environment.
* All children despite gender, race, religion or ability have the right to access quality childcare.
* Respectful relationships.

**Therefore we...**

* Implement a child- centred based upon the principles and practices outlined in the Victorian Early Years Learning and Development Framework and the Early Years Learning Development Outcomes.
* RIE – Respectful
* Strive to empower children, by using their thoughts and ideas to develop the program.
* Promote each child’s confidence and positive self image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success
* Implement an inclusive approach to positively support children’s growth of identity, self esteem and critical thinking.
* Encourage each child to reach their full potential in accordance with their individual ability.

**In relation to families; we believe...**

Trust, respect and collaboration form the basis of strong partnerships between families and staff.

* Families, children and staff form a caring community.
* Family involvement is integral to high quality curriculum

**Therefore we...**

* Are committed to open and constructive communication with families.
* Strive to have empathy and be responsive to family needs, and provide support when required.
* Encourage families to engage in meaningful participations within the curriculum.
* Strive to ensure families feel welcome and belong to our service.

**In relation to the curriculum; we believe...**

* Children learn through play collaboration and communication with other children and through interacting with the environment.
* Children need opportunities to practice and consolidate their skills in key learning areas including: language and literacy; mathematics, science and social and emotional development and work towards learning outcomes.
* A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development.
* Diversity within our centre, families, staff and wider community should be respected and celebrated and that we can play role in fostering and developing a social conscience among children with a view to addressing social inequities.

**Therefore we...**

* Implement a flexible program that is responsive to the evolving nature of the early childhood environment and that provides for different learning styles.
* Make observations of children and document their work to form the basis of the program
* Use both indoor and outdoor environment to en with courage the children ability to observe, explore, investigate, imagine, make choices and problem solve.
* Provide attractive, well maintained play areas, with the thoughtful use of furnishing and display.
* Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, lean to accept challenges they may face and become fully realised members of society.

**In relation to educators; we believe...**

* In employing educators who are committed to working for the best interest of children and families.
* That each educator brings fundamental, personal qualities to the centre’s environment such as empathy, respect, warmth and passion for learning.
* In a strong committed to, professional planning, documenting, analysing and responding to children’s learning.

**Therefore we...**

* We provide opportunities for educators to share in decision making and to obtain feedback.
* Provide a safe and comfortable working environment with release time for programming and other duties.
* Provide ongoing professional development for educators.

**Service Information**

Our Service caters for children aged 6 weeks to 6 years. We are open from 7.00am to 6.00pm Monday to Friday, (51 weeks of the year) we are closed from 23rd December each year until the 2nd of January and closed on Victorian public holidays.   
  
We have 4 classrooms:

6 weeks -2 year old room – Hatchlings

2-3 year old room - Toddlers

3-4 year old room - Pre Kindy

4-6 year old room - Kindy Explorer

**Contact Information**

* Phone: 03 5021 2933
* Email: info@happyturtlechildcare.com
* Website: www.happyturtlechildcare.com
* Face book: @happyturtlechildcare.com
* Owner & Managers: Frank and Cathy Marziano
* Service Director: Cathy Marziano
* Nominated Supervisor: Cathy Marziano
* Educational Leader: Sharon Cufari

**Fees**

Our full fee is: $95.00 per day, before Child Care Subsidy (CCS) has been applied.

Families are required to complete the online Child Care Subsidy assessment via [myGov](https://my.gov.au/LoginServices/main/login?execution=e2s1) website prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment we will need the CRN of the person linked with the child, as well as the child’s CRN so we can confirm, and register attendance and ensure that you are receiving the appropriate subsidy.

**Child Care Subsidy (CCS)**

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family’s level of Child Care Subsidy, which include:

* Combined Family Income
* Activity Test for both parents
* Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](https://my.gov.au/LoginServices/main/login?execution=e2s1). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.  
  
**Allowable Absences**

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

Public holidays will be counted as an absence if the child would normally have attended the Service on that week day, and fees have been charged for that day for the child. You can access your child’s absence record on your online statement by selecting **'View Child Care Details and Payments'** on your [Centrelink online account](http://www.humanservices.gov.au/customer/subjects/self-service). You can also do this using the [Kidsxap mobile app](http://www.humanservices.gov.au/customer/services/express-plus-mobile-apps)  
  
**Regulatory Authorities**

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

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

Department of Education & Training

P. O. Box 442 Bendigo

Victoria 3550

Telephone: 03 5440 3111

www.education.vic.gov.au

**Service Closing Time and Late Fees**

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

The fee is $15:00 per child, after 6:00pm. If you collect your child at 6:05pm this will incur an extra fee of $15:00. If you collect your child at 6:15pm this will incur an extra fee of $30:00. This will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the program until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within a half hour of the Service closing, 6:30pm then we will contact the Department of Education and Training and the Police to take responsibility of your child.

**Confidentiality**

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

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

**Service Policies and Procedures**

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

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

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

**Enrolment Information**

Prior to commencing at our Service, you will be required to complete all enrolment documentation and provide the documents requested before your child can start with us.

Please understand that it is essential we have up-to-date information in case of an emergency.   
It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

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

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

**Goals for your child at our Service**

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

*Maria Montessori*

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

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.7)

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

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

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

**Educational Program**

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

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

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

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

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

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

*We encourage our family's and extended family's to apply for their Working With Children's Check so you may be involved in excursions and incursions that we have for our children.*

**Early Years Learning Framework**

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

BELONGING

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

BEING

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

BECOMING

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

Outcome 1: Children have a strong sense of identity

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self-identities

Children learn to interact in relation to others with care, empathy and respect

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

Children develop a sense of belonging to groups and communities and an understanding of the   
reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking

**Portfolios**

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

* Goals from families
* Observations
* Work samples
* Checklists
* Photographs

The individual child’s portfolio is maintained and used as a direct tool for evaluation and future planning within the Service’s program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes.

**Parent Participation**

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

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

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

FAMILY SKILLS, INTERESTS AND TALENTS

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

YOUR OCCUPATION OR HOBBY

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

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

YOUR HOME CULTURE

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

READING (ESPECIALLY GOOD FOR GRANDPARENTS)

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading. Before coming in to spend time with our children we will need a Volunteer - Working With Children Check. A Volunteer WWCC is free. This can be done online or at the Post Office.

RECYCLABLE ITEMS

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

SPECIAL EVENTS

Our Service organises special events throughout the year.

SUGGESTIONS

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

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

**Communication**

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

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

🗸 Newsletter

🗸 Phone calls to your work or home

🗸 Emails

🗸 Letters

🗸 Face to face

🗸Formal meetings

**Court Orders**

Parents must notify the Service if there are any Court Orders affecting residency or custody of their children and a copy is required for the Service. *Without a Court Order we cannot stop a parent collecting a child.* A photo of the person or persons that may not collect your child should be made available to us so we may recognise them if they enter our Centre.

**Arrival and Departure**

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. We will be utilising an ipad for you to sign in and to sign your child out at the front reception desk.

For your child's safety it is a requirement of our Centre that you do not park on the roadside. We have parking within the Centre.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor or Responsible Person. People that are able to collect your child must have a copy of their license with our Centre so we may recognise them.

**Preparing your child for pre-school**

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

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home.

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

**Saying goodbye**

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day. Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven’t had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we’ll contact you if your child becomes distressed.

**What to bring to the Service**

BACKPACK

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

Meal & Snack Times

Our Kitchen serves a healthy breakfast, lunch and snacks throughout the day. Water is always available to our children. Your child will be supplied with their own water bottle for use at our Centre. Here is more information on the nutrition requirements we provide.  
It is expected that we see your child consume 50% of the Recommended Daily Intakes at the Service.

RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Toddlers Children | Vegetables & legumes | Fruit | Grains (cereal) | Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans | Milk, yoghurt, cheese & alternatives | Allowance for additional serves from any food group\* |
| 1–2 YEARS | 2-3 | 0.5 | 4 | 1 | 1-1.5 | 0 |
| 2-3 YEARS | 2.5 | 1 | 4 | 1 | 1.5 | 0-1 |
| 4-8 YEARS | 4.5 | 1.5 | 4 | 1.5 | 1.5 | 0-1 |

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

BREASTFEEDING

This Service supports breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor, Responsible Person or Educator in your child's room to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our Nominated Supervisor, Responsible Person or Educator in your child's room to be aware on how we need the formula prepared and stored.

**Clothing**

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

*Unsuitable shoes* are thongs and gumboots and we prefer that these NOT be worn to the Service. You may send them in your child's bag for the times that we may do water play or play in the mud. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves(no mid-drift tops) Hats are supplied for the child that are broad brimmed and are essential for effective sun safety.

SPARE CLOTHES

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

**Toys**

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, and disappointment for other children and responsibility on Educators to track numerous toys throughout the day. If your child brings toys or special things from home we will not accept responsibility for them if they are broken or lost. We will endeavour to keep them safe but accept no responsibility.

**Behaviour Guidance**

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

**Physical Play**

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

Physical play provides children with the opportunity to:

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

**Sustainability**

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

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

**Rest and Sleep**

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children, fresh linen and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child’s rest or sleep needs with Educators.

**Birthdays**

It is very exciting for a child to be having a birthday. We are happy to supply the birthday cake.

Our birthday cakes are flourless, eggless and dairy free as this reduces the major allergy risks associated with most other cakes. Families can discuss cake options with educators prior to the celebration. *For further information, please see our Celebration Policy.*

**Family Photo**

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

**Sun Safety**

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

SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun.

We supply an appropriate hat for your child.

**When should I not send my child to the Service?**

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

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

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

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

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

It is extremely important that staff members are aware if a child has had medication.

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

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

**Infectious Diseases**

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

|  |  |
| --- | --- |
| CONDITION | EXCLUSION |
| HAND, FOOT AND MOUTH DISEASE | Until all blisters have dried. |
| HIB | Exclude until medical certificate of recovery is received. |
| HEPATITIS A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness. |
| HERPES – COLD SORES | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible. |
| INFLUENZA AND FLU-LIKE  ILLNESSES | Exclude until well. |
| MEASLES | Exclude for at least 4 days after onset of rash. |
| MENINGITIS (BACTERIAL) | Exclude until well. |
| MENINGOCOCCAL INFECTION | Exclude until adequate carrier eradication therapy has been completed. |
| MUMPS | Exclude for 9 days or until swelling goes down (whichever is sooner). |
| POLIOMYELITIS | Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery. |
| RUBELLA (GERMAN MEASLES) | Exclude until fully recovered or for at least 4 days after the onset of rash. |
| SALMONELLA, SHIGELLA | Exclude until diarrhoea ceases. |
| STREPTOCOCCAL INFECTION  (INCLUDING SCARLET FEVER) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well. |
| TUBERCULOSIS | Exclude until a medical certificate from an appropriate health authority is received. |
| WHOOPING COUGH | Exclude the child for 5 days after starting antibiotic treatment. |
| WORMS (INTESTINAL) | Exclude if diarrhoea present. |

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

**Immunisation**

#### What is No Jab No Play?

In October 2015, the Victorian parliament passed the Public Health and Wellbeing Amendment (No Jab, No Play) Act 2015, amending the Victorian [Public Health and Wellbeing Act 2008](https://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/vic/consol_act/phawa2008222/) (the Act).  The amendment introduced a vaccination requirement (with some permitted exemptions) for the purpose of enrolment of children in early childhood education and childcare services in Victoria.  Importantly, the law does not provide for an exemption to the vaccination requirement on the grounds of conscientious objection to vaccination.

From 1 January 2018, children who are unvaccinated due to their parent’s conscientious objection can no longer be enrolled in child care. This prevents child care centres from enrolling children unless approved documentation is provided that indicates that the child:

* Is fully immunised for their age
* Has a medical reason not be vaccinated
* Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

**Medication**

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

Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

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

**Allergies or Asthma**

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

The Service requires a Management Action Plan filled in by your Doctor to assist in managing your child’s needs. The Action Plan is to be updated every 12 months.

**Accidents**

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

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

**Emergency Drills**

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

**Children’s Safety**

* Never leave children unattended in cars while collecting children from the Service.
* When bringing your child to care and leaving, park in the Centre's car park. Not on the roadside.
* Car parks are dangerous places for children. Always hold children’s hands when arriving and leaving the Service.
* Never leave a door or gate open.
* Never leave your children unattended in a room.
* Children are not permitted into the kitchen and laundry areas.

**Workplace Health and Safety**

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

**Educator Ratio and Qualifications**

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

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

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

**Parent Acknowledgement**

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

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

|  |  |
| --- | --- |
| FAMILY NAME |  |
| PARENT NAME |  |
| CHILD/REN’S NAME |  |
| PARENT SIGNATURE |  |