



Kuraby Early Learning Centre

98 Franquin Crescent
KURABY QLD 4112

Phone: 3341 1755

PARENT HANDBOOK

Nominated Supervisor: Lisa Campbell

Contents

INTRODUCTION	3
OUR PHILOSOPHY	3
SCOPE	3
AIMS AND OBJECTIVES.....	7
HOURS OF OPERATION.....	7
PRIORITY OF ACCESS	7
COURT ORDERS	7
NOTIFICATION OF ABUSE.....	7
FEES AND ADMINISTRATION.....	7
CHILD CARE SUBSIDY	8
WHAT TO BRING	10
ARRIVALS AND DEPARTURES.....	11
LICENSING	12
COMMUNICATION.....	12
STUDENTS	12
PROGRAMMING AND PLANNING	12
HEALTH	12
HYGIENE AND SAFETY	13
MEALS AND NUTRITION	13
MEDICATION	14
BIRTHDAY PARTIES.....	14
EMERGENCY AND EVACUATION PROCEDURES.....	14
SUGGESTIONS/COMPLAINTS.....	14
CLOTHING AND PERSONAL BELONGINGS	14
EXCURSIONS AND ESCORTED JOURNEYS	15

INTRODUCTION

Welcome to Kuraby Early Learning Centre. This booklet contains information which we feel may be useful to you.

Kuraby Early Learning Centre caters for a full range of children aged 6 weeks – 6 years with a capacity of 75 children. We also provide before and after school care and vacation care for children attending Warrigal Road State School and Eight Mile Plains Primary.

The service is privately owned and managed by two couples, one of which has owned and operated another child care centre since 1993. Your fees, owner's funds and Child Care Subsidy from the Federal Government covers the costs of wages, maintenance and ensuring the service is adequately stocked with resources and equipment.

In accordance with continued quality care, a copy of all the service policies is available for parent perusal on request and certain policies will be supplied by a link on enrolment. These policies may be amended as decided by educators/management and with input from families, to suit the general community and service's families.

PHILOSOPHY

At Kuraby Early Learning Centre we;

The Management, Nominated supervisor and Educators believe in providing a warm, welcoming environment, where children and all stakeholders feel nurtured and at home, giving them a sense of belonging.

The Service believes its important to provide a safe, hygienic, aesthetically pleasing environment for all people who attend our service.

While in our care all children are treated as individuals, we help them to reach their full potential by recognising their uniqueness. We recognise that it is essential for families to work in consultation with Educators in ensuring each child can strive to their full potential. Families need to share and discuss their child's development needs with the Service.

We believe all children are competent learners that grow and develop at their own pace, we support this by ensuring that learning is based on their capabilities and their interest.

We will encourage sustainable practices, by being role models, teaching children awareness of the natural environment, and the importance of sustainability through daily routines and education.

As Educators we will ensure to help the children build positive connections, form warm friendships and bonds with their fellow peers and Educators. This will be achieved by all parties involved in the children's development having open and honest forms of communication.

We believe a predictable routine allows children to feel safe in gaining control of what to expect, developing consistency and security will instil a sense of security in their environment.

We also acknowledge that not all routines meet with children and educators needs, this is why routines will be determined on children's behaviours and environmental elements on a day to day basis.

We believe that all children are curious learners and it is important to embrace their sense of wonder, by allowing them to investigate, experiment and explore the world around them, by providing experiences that will help them understand the world that they live in.

Educators will endeavour to provide children with adequate learning skills through learning through play, intentional teaching, routine and modifying the learning environment to develop the child as a whole.

Guided by the Early Learning Years Framework, Kindergarten Learning Guidelines and My Time Our Place, we observe, plan and reflect on children's development and learning Educators will ensure that they are nurturing each child's strengths as well as areas of improvement.

At Kuraby Early Learning Centre we praise ourselves on providing high quality care with educators who are professionals and understand the importance Early Childhood Education. Professional development is essential in maintaining these skills.

We provide equal opportunities for all children, ensuring no child is discriminated against on grounds of class, gender, race, religion, ability or additional needs. Families will work with Educators and support agencies in providing inclusion for all.

We acknowledge the First Nations people as the Traditional Owners and ongoing custodians of the land. We will endeavour to implement teachings of Aboriginal and Torres Strait Islander perspectives throughout our yearly programs.

PURPOSE

We believe our Philosophy is a working document, which expresses the views of our families, management and staff in relation to providing a high-quality early learning program and environment. Therefore, this document provides a basis from which we can continue to build upon and improve. Along with this, parents and other family members feel supported in the knowledge that their children are respected and given every opportunity to develop to their full potential. Our Curriculums are guided by the Early Years Learning Framework known as EYLF and the Queensland Kindergarten guidelines, this is to

extend and enrich children's learning from birth to 5 years. The curriculums are to assist young children with the opportunities to maximize their potential and develop a foundation for future success in 21st century learning and quality teaching. They emphasis on play-based learning and recognise the importance of developing the child holistically, through communication and language development, literacy and numeracy, physical and social and emotional development. All curriculum frameworks have been designed for the use of early childhood educators that work in partnership with families, children and wider community. We aim to provide an environment that reflects multicultural, non-bias and non-sexist attitudes, that respects the community and the world that we live in.

SCOPE

Our Philosophy is the foundation of principles and practices, which explain the reasons why we care for and support children, families, and community the way we do. Our beliefs, values and aspirations are the building blocks which create the environment that we advocate for and communicate how we implement these ideas across all aspects of learning and development.

CURRENT LITERATURE

Current literature on high quality early education programs cites the importance of child-initiated learning, which means, providing learning experiences based on children's interests. As educators we believe our role is to observe and scaffold children's play and development in areas of interest to further extend their understanding of the world around them (Lady Gowrie Childcare, 1997). The Centre's philosophy rests on a self-esteem basis, if a child feels good about themselves, they will be more likely to interact within their environment, and therefore, learning will occur. It is here the educator plays a major role in providing an environment for the child that is beneficial to their overall development. If the child is made to feel good about themselves, their self-esteem increases and thus a more positive self-concept is attained. A desire to develop positive self-concept in children helps create positive attitudes towards learning and wanting to learn.

Multi Age Grouping

Our program caters for multi-age groupings which occurs mainly in the mornings and afternoons. Multi age grouping refers to when a few rooms mix in the one space, as we do in the playground. We believe this to be a positive learning experience for all children involved.

As children of differing ages engage in play together, they are seen to acquire understanding, patience and enjoyment when playing and interacting with peers of varying abilities. In such environments family- and sibling- like relationships can be fostered and become a source of affection, comfort, and closeness for all children involved. In mixed-age groups children use methods of communication, compromise, and cooperation often seen in sibling relationships. By offering mixed-age play siblings also have time to interact and check on one another and the centre becomes an extension of home.

Supporting Cultural Diversity and Equity

Kuraby Early Learning Centre acknowledges and respects the diversity of cultures that make up our community. Families are encouraged to share the culture of their family with the teacher and the children. This may be via a planned activity or links with community members, or bringing in books, recipes and songs celebrating their cultural background.

Children with Addition Needs

Kuraby Early Learning Centre advocates equity of opportunity, access, treatment, and outcomes in relation to quality care and education. Our service is happy to work with parents whose children have additional needs so that they can be included and take part in everyday activities as much as possible.

Kuraby Early Learning Centre is a place where parents / guardians can feel supported and obtain professional advice and guidance. Families are encouraged to talk through any concerns they might have about their child's learning or development with their teacher.

For children who have a need for specialised equipment or an adult support person, it is recommended that they discuss this with the Centre's Nominated Supervisor upon enrolling, so appropriate provisions can be made.

Qualified Educators

We strive to employ qualified and experienced educators. We believe Early Childhood education and care to be a specialised field. It requires educators trained in observation of physical, intellectual, social and emotional processes at work during play. Our educators can interpret play and assess skills, interests and learning to extend and stimulate each child

towards further development. Our educators know how to create a high-quality learning environment that enables children to grow and develop to their full potential.

However, our educators also realise that each child is unique and will grow and develop at their own rate and in their own way. Therefore, we are confident that your children will receive the highest quality care while participating in an age-appropriate, planned developmental program.

Professional Development

Kuraby Early Learning Centre believes that continuous professional development goes hand in hand with quality early childhood education and care. Current research overwhelmingly demonstrates that quality teaching practices is the biggest influence on children's learning. Because professional development is a vital component in enhancing the quality of teaching practices, our service holds regular workshops and training programs for the educators, management, parents, and others involved in early childhood.

Nurturing Environment

As qualified and caring early childhood specialists we provide a stimulating and nurturing environment in which children learn and develop to their fullest potential. We believe children should experience a warm, caring, affectionate home-like environment as much as possible.

Learning through Play

Kuraby Early Learning Centre utilises and promotes a play-based curriculum. Research has shown play is the best "exercise for the brain" because it provides the most appropriate stimulus for brain or cognitive development. Children in all cultures are pre-programmed to learn about the world through play. It is the natural way for them to discover, create and learn to become critical, independent thinkers while experiencing all the joy and delights of childhood. Our programs are designed to provide plenty of room to play, create and explore safely.

Groundbreaking research, the *Early Years Study* commissioned by the government of Ontario, Canada, concluded:

"Play-based problem-solving with other children and an adult is an early learning strategy that has a crucial effect on early brain development and should be the format for children entering the school system."

It fosters qualities such as curiosity, perseverance and risk taking to name a few. It is believed these qualities motivate long-life learners but are difficult to invoke if not self-discovered when young.

Parents and Community are Vital.

Educating children is a team effort. Families, specially trained early childhood teachers and the wider community are people who underpin a quality early educational experience.

While children benefit from a wide support network, society also profits by involvement in nurturing the next generation. A local business supporting a kindy fundraiser, a health service promoting dental health, Grandparents Day, father's or mother's day celebrations all contributes to a greater sense of community.

Parent Partnerships

Parents are the primary nurturers, educators, and role models for their children. They can foster educational continuity from the home to the learning centre by being actively involved in their children's development in each setting.

Research consistently shows that parental involvement maximizes the effectiveness of early child development programs.

"There are well-designed child-development studies and longitudinal surveys that show that quality early child development programs that involve parents benefit the children and, in many cases, their families as well," according to the findings of the Early Years Study. Parental involvement was considered more than an occasional visit... children tend to do better when parents (usually mother's) participated in their own children's program. As a result, the children had better vocabulary at ages five and ten, they were also better readers and had better communication skills."

Early Years Study commenting on the United Kingdom's Child health and Education Study

Come and Play

Kuraby Early Learning Centre encourages parents / guardians to visit the centre through an 'open door policy'. Parents have an open invitation to visit, stay and be involved in their child's activities. This policy is not only for parents but also for the extended family.

Our Educators work to form effective partnerships with families through:

- open and honest communication
- genuine trust and understanding
- a commitment to working towards shared goals in relation to children.

Effective partnerships depend on the people involved and the environment of the service, partnerships in action occur when:

- Parents spend time at the centre to gain a deeper understanding of the teaching and learning environments. By doing this parent can feel confident to contribute their ideas so the educators and carers can consider them when planning experiences.
- Parents participate in social events and build a real sense of community around the centre and feel enriched by the experience.
- Staff includes families by sending home examples of work or photos with some written comments, inviting the parents to write a comment. This approach encourages a written dialogue between centre staff and families.

Other Opportunities to Speak with our educators.

Parents/guardians are welcome to ask for any information at anytime including a general description of the activities and experiences provided to the children; the service's philosophy about learning and child development outcomes and how is intended the outcomes will be achieved; the goals about knowledge and skills to be developed through the activities and experiences. All our rooms have their own personal email address through Storypark so educators and families can converse through email throughout the day.

Parents can arrange to meet teachers at the service at any time throughout the year, even though you can informally discuss your child upon drop off and pick up times; we advise that these are busy times. So, if you require your child's educator's undivided attention, we suggest making an appointment.

Programming

What is this new learning framework about?

They have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework 's vision is for all children to experience play-based learning that is engaging and builds success for life. It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interest's strengths, and abilities, and recognise that children learn through their play. The Early Years Learning Framework describes childhood as a time of *belonging, being and becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture, and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Principles and practices that best support our philosophy and the development needs of the children here at Kuraby Early Learning Centre are based on the core principles, practices, and outcomes of the Early Learning Years Framework (ELYF), The Queensland Kindergarten Guidelines and My time Our Place.

At Kuraby Early Learning Centre we encourage children to:

1. Each child is individual.
2. Children learn through meaningful play.
3. Families/parents are the primary educators.
4. Friendship and partnerships with families are valued and encouraged.
5. A child like a shaped by the daily interactions and communication with parents, Early Childhood Educators, children and the community surrounding the child's life
6. Early Childhood Educators are role models, facilitators, nurturers, and the implementers of stimulating early childhood play environments.

AIMS AND OBJECTIVES

Our aims are to encourage in all children:

- ✓ feelings of self-confidence and self-worth.
- ✓ the development of positive learning attitudes.
- ✓ the acceptance of fair rules.
- ✓ the use of language to resolve conflict.
- ✓ development of positive relationships with peers.
- ✓ self reliance and independence in exercising choice.
- ✓ the development of a range of physical skills.
- ✓ the development and maximum use of senses in interaction with the environment.
- ✓ the ability to approach new experiences positively.
- ✓ the skills to observe, question, problem solve and organise ideas.
- ✓ the use of a wide variety of play materials in creative play.
- ✓ the ability to express individuality through creativity and imagination.
- ✓ the ability to discuss situations and experiences that influence their personal identity and expresses some ideas about their identity in relation to their community and country.
- ✓ the ability to recognise that some ideas and practices may be unfair, stereotypical, or biased; and
- ✓ the ability to identify and respond positively to diversity and difference in individual, family and community lifestyles, roles, perspectives, and ideas.

HOURS OF OPERATION

Kuraby Early Learning Centre is open from 6:30 am to 6:30 pm, Monday to Friday, 52 weeks per year (closed public holidays).

PRIORITY OF ACCESS

The Australian Government has determined guidelines on 'Priority of Access', which relate to places in long day care centres. Kuraby Early Learning Centre must follow the following guidelines when filling places:

1. Priority 1 – a child at risk of serious abuse or neglect.
2. Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the *Family Assistance Act*; and
3. Priority 3 – any other child.

Any child care service that has no vacant places and is providing care for a child who is a third priority may require that child to leave the service or swap days in order for the service to provide a place for a higher priority child.

COURT ORDERS

Any child who comes under the jurisdiction of a court or protection order will need to have a current and valid order attached to their enrolment form. All staff at the Centre will be made aware of the court order. Any person who is not listed on the court order will be denied access. If you wish any other person to collect your child, permission must be provided to the Nominated Supervisor.

NOTIFICATION OF ABUSE

Under the *Child Protection Act 1999*, if at any time a staff member suspects any type of child abuse or neglect, they are obligated to inform the Nominated Supervisor. The Nominated Supervisor must then discuss the matter with the appropriate authorities within the Department of Child Safety. Educators being mandatory reporters are required by Law to report to the Department of Child Safety if they suspect a child is suffering from any type of child abuse or neglect.

FEES AND ADMINISTRATION

Fees are to be paid on a weekly basis on the first day of your child's care in that week. FEES ARE CHARGED FOR SICK DAYS, HOLIDAYS AND PUBLIC HOLIDAYS. This service does not allow swap or make-up days.

Childcare Subsidy (CCS) is available from the Federal Government, to help you with the cost of childcare. Please see the Nominated Supervisor for further information.

There is no enrolment fee. The amount of \$300 per family will be taken as a bond and refunded upon two (2) weeks' notice being given of your child ceasing attendance at the Centre. Should your child fail to commence care within the Centre when the position is offered, the \$300 will not be refunded. Bonds can be waived if families choose to select the direct debit option to pay their fees.

OVERDUE FEES

The Nominated Supervisor will issue a Friendly Fee Reminder letter to any family who is one week late paying their fees. If families are having difficulty making fee payments, they should immediately speak with the approved provider or nominated supervisor to discuss fee payment arrangements. Information provided by families will be treated as strictly private and confidential.

Families will be sent an email for full payment or payment plan when fees are not paid. If they payment plan is not adhered to then the below statement applies.

In case of non-payment or fees, where the service is unable to contact families about the debt, or families do not meet agreed arrangements for repayment of the debt and ongoing payment of fees:

- Bond payment will be applied to outstanding debt amounts and
- The Nominated Supervisor may immediately suspend or terminate the child's place at the service. Families will be advised of this action in writing.

Where families do not meet agreed payment plans, and an outstanding debt remains, the Nominated Supervisor may use their discretion to engage a third-party agency to recover the outstanding amount. The cost of this action may be added to the debt owed.

FEES

12 HOUR SESSIONS: 6:30AM -6:30PM

Over 3-year old \$140 per day

Under 3-year old \$145.00 per day

10 HOUR SESSIONS: 7:30AM - 5:30PM

Over 3-year old \$140.00 per day

Under 3-year old \$145.00 per day

9 HOUR SESSIONS: 7:30AM - 4:30PM

Over 3-year old \$140.00 per day

Under 3-year old \$145.00 per day

Before School Care - 6:30am-8:30am \$38

After School Care 2:30pm – 6:30pm \$42

Vacation care – 6:30am – 6:30pm \$120

Absences:

All absences due to illness or holidays are to be paid for by the parent. Public holidays also attract fees as usual. Kuraby Early Learning Centre does not allow families to swap or make-up days.

CHILD CARE SUBSIDY (CCS)

Child Care Subsidy (CCS) is available to all families who are Australian Residents if the child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. The CCS is paid to the service on your behalf and families pay the provider the difference between the fee charged and subsidy amount.

Centrelink will not cover CCS IF YOU DO NOT TURN UP ON YOUR VERY FIRST DAY OF CARE AND ON YOUR LAST DAY OF CARE therefore you will be charged full fees to your account. To apply for CCS please see the www.my.gov.au website.

It is your responsibility to:

- notify My Gov before or within 28 days of commencing care.
- confirming your child's enrolment through your My Gov to receive CCS.
- use the Storypark Kiosk to sign in and out daily,
- sign in and out every day.
- supply the service with supporting documentation for approved absences, increased eligible hours.
- notify My Gov either before or as soon as possible after of any change to family or income circumstances.
- Inform the service and Centrelink if you use 2 services in during the week. You may have to nominate which services is going to use your CCS.

Additional Childcare Subsidy (ACCS)

Additional Childcare Subsidy provides additional fee assistance to support vulnerable or disadvantaged family's/ children. This support recognises the preventative and protective influence of quality childcare on a child's health, wellbeing and development, and the importance of continuity of care.

- 1- Additional Childcare Subsidy (Child Wellbeing) – to help children who are at risk of serious abuse or neglect.
- 2- Additional Childcare Subsidy (Grandparent)- to help grandparents on income support who are the principal caregiver of their grandchildren,
- 3- Additional Childcare Subsidy (Temporary financial hardship) - to help families experiencing financial hardship.
- 4- Additional Childcare Subsidy (Transition to work) - to help low-income families transitioning from income support to work.

Families need to apply directly to Centrelink through their Centrelink online account to be assessed for Additional Childcare Subsidy.

Additional Absences

Additional absence reasons are:

- illness (with a medical certificate);
- an outbreak of infectious disease when the child is not immunised.
- any other absences due to sickness of the child, a parent or sibling, supported by medical certificates.
- a parent being on a rotating shift or rostered day off.
- temporary closure of a school or pupil-free days.
- shared custody arrangements due to a court order, consent order or parenting order; and
- exceptional circumstances.

The initial 42 absence days must be exhausted before additional absences can be claimed.

Cessation of care

The Department of Education, Employment and Workplace Relations guidelines state that should your child have any absences following your child's physical last day of attendance, the Government will not pay any CCS for these absences and FULL FEES will be charged. Written notice of 2 weeks is required for End Care

Digital sign in and sign out

It is a government requirement that all children are signed in and out each session. These sign in and out times will dictate the session for which you are charged. Children whose arrival and/or departure times have not been recorded OR whose times are outside of the above session hours will be deemed to have used the next longest session.

Children signed out after the closing time of the service will incur a late fee of \$20 per 15 minutes or part thereof. Kuraby Early Learning centre uses a digital sign in and sign out method. On enrolment parents will provide the service with permission for the attendances to be recorded in this way. Parents are issued passwords/PIN number.

Under regulation children must be signed in and out or marked absent on the day if they are not here. Nominated Supervisors or educators can do this; however, parents must confirm this absence on the day they return as prompted by the program.

All children are to be collected by people over 17 years of age (unless they are the parents). People not known to educators will be requested to provide identification along prior authorization from the parents. Children will **not** be released to persons unknown to the educators.

WHAT TO BRING

If your child is in the Nursery, you will be required to bring bottles (or formula) that has premeasured water in all bottles and premeasured Formula for the educators to make the bottles correctly and safely for your child, dummies, spare clothes, hat, any teething gel, and any prescription nappy cream. For all other rooms, you will need to bring Water Bottle, spare clothes, hat, cot sheets (and blanket for cooler weather), and any comfort toy required at sleep time. Please clearly label all belongings.

Nappies

The service supplies nappies for Children as required when they are attending the service.

National Quality Framework

In December 2009, all Australian Governments agreed to a new National Quality Framework for Early Childhood Education and Care. This means that all Australian children, regardless of their location, will get the best possible start in life through high quality early childhood education and care and school age care services. The Framework will help providers improve their services in the areas that impact on a child's development and empower families to make informed choices about which service is best for their child.

The National Quality Framework includes:

- a national legislative framework that consists of the *Education and Care Services National Law* and *Education and Care Services National Regulations*
- a National Quality Standard
- an assessment and rating system
- a regulatory authority in each state and territory who will have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard.
- the Australian Children's Education and Care Quality Authority (ACECQA).

ACECQA, the new national body, is responsible for providing oversight of the new system and ensuring consistency of approach.

The National Quality Standard sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of quality service. This will enable families to make informed decisions about the services providing education and care for their child. The National Quality Standard is a key aspect of the National Quality Framework.

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and elements. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children

6. Collaborative partnerships with families and communities
7. Governance and leadership.

Kindergarten Program

This service offers the funded Kindergarten Program. Children attending the Kindergarten Program must attend a minimum of 15 hours a week (2 days) however children can attend up to 5 days a week. If applicable parents of this Centre offer reduced fees and health care cards through Centrelink. If a health care card applies this must be sighted and a copy will be kept on file, this is required to be viewed quarterly. The kindergarten program runs for a period of 40 weeks; however, the service is open 52 weeks of the year. The teachers' hours are rostered from 8.00am to 4.00pm. The teachers of the Kindergarten are 4 year qualified Early Childhood Teachers, University trained. The program that is delivered is the Queensland Kindergarten Learning Guidelines.

Our Kindergarten provides your child with an opportunity to learn and practice the essential social, emotional, problem solving and study skills that they will use throughout their schooling.

- The development of self-esteem is one of the important goals of Kindergarten. This is the process of helping your child feel good about who they are and confident in their ability to tackle the challenges of learning.
- Most children are naturally curious, but some do not know how to focus or use this curiosity and natural love of learning.

Kindergarten provides your child with the opportunity to learn patience, as well as the ability to take turns, share and listen to others. These are the skills that they will use throughout their school years.

Free Kindergarten Program

The Queensland Government announced the implementation of Free Kindy from 1st January 2024. Free Kindy 2024 is available for children at least four years of age by 30th June 2024. Free Kindy is 15 hours per week, 40 weeks per year. Our service has elected to run the Free Kindergarten program to align the 40 weeks with the Queensland school terms.

The Early Childhood Teacher (ECT) must be in attendance and deliver the program for the Free Kindy to apply. By aligning the Free Kindy with the school terms, this allows our teachers to take leave during the school holidays.

While your child is welcome to attend the service for up to 12 hours per day, the first two days of the week for which your child is booked will be charged at the "QLD FREE KINDY" sessional rate. For those receiving Child Care Subsidy, the two days of QLD FREE KINDY will consume 15 of your eligible hours and any additional bookings will require the use of your remaining eligible hours and will attract the appropriate GAP fee.

ARRIVALS AND DEPARTURES

Parents are required to apply sunscreen to their child prior to arriving at the Service.

All children need a chance to settle in. They all react to a new situation in a different way. It will help your child if you make their first day at childcare prior to your first day at work. This allows time to settle and stay with your child in their new environment. It also allows you to make their first day shorter than a normal childcare day. It is very important that you always say goodbye and reassure them you will return.

If your child does not cry, then feel reassured that they are curious and accepting of their new surroundings. Don't keep coming back to say goodbye as this will cause undue upset for your child. When you have left, educators will comfort and involve your child in activities to help them through this transition.

It is important that you remember to sign your child in and out each day, taking care to leave an emergency contact number adjacent to your signature. ALL ABSENCES MUST BE SIGNED FOR ON THE RELEVANT DAY. Educators can assist in this matter.

If your child is to be collected by a person(s) other than parents or those authorised to collect, it is the parent's responsibility to let the educators know who will be collecting their child on the day. People not known to staff will be requested to provide identification along with verification via information supplied by the parent on the day or by telephone. Children will **not** be released to persons unknown to the Educators.

Please ensure that you take your child's entire belongings home each night and check the laundry for soiled clothes. Please return used "spare" clothes to the Service. Ensure that your child says goodbye to educators and friends, as this helps to teach them social skills and adds to the warmth and love of our service.

Please make educators aware of any changes in your child's life. Changes in address, family dynamics and situation all have an affect on our children. Educators can help children adjust to these changes and provide support when needed.

LICENSING

The Centre is licensed under the *Child Care Act 2002* and as such must comply with the *Act*, the *Child Care Regulations 2003* and the *Child Care Amendment Regulation (No 1) 2005* including, for example, with requirements about activities, experiences and programs, numbers of staff members and children, and staff members' qualifications. Copies of the *Child Care Act 2002*, the *Child Care Regulations 2003* and the *Child Care Amendment Regulation (No 1) 2005* are held in the Centre office and all parents are welcome to peruse these on request. Further information can be obtained by telephoning the Office for Early Childhood Education and Care on 1800 637 711. The current centre license is displayed in the foyer.

Further information regarding childcare can be obtained by contacting:

Office for Early Childhood Education and Care
Garden Square
Kessels Road
UPPER MOUNT GRAVATT QLD 4122
Phone: 3422 8363

COMMUNICATION

The service newsletter is issued bi-monthly. Nominated Supervisor and Educators of the rooms have input into the Newsletters. The newsletter contains relevant centre information such as upcoming events as well as news relating to the individual classes.

Located in each room is a Parent wall with all relevant room information including weekly menus, what today we have done books and learning journals. A communication board located just outside the office provides parents with more general information such as staff rosters, centre events, etc. Additionally, all rooms have their very own noticeboards located beside their doors, we encourage you to read these noticeboards on a regular basis.

Each day you will receive information about your child's day. This information may be provided to you in the form of tables about sleep and eating behaviors and a daily journal that is found on the parent wall or through the QK lounge online.

STUDENTS

During the year, the service may accept students from various colleges and senior schools to assist in their practical training in early childcare. These students will work under the guidance of the educators of the room where they are placed and given the opportunity to observe and participate in a day care setting, observing its routines and techniques etc. Students are an asset to the service as they allow children and educators to practice a variety of skills and liaise with the broader community.

HEALTH

Health regulations do not allow sick children to attend the service due to the high risk of cross infection. As we have many very young babies and toddlers, we ask that you please keep your child at home until he/she is well again. If you send your unwell child to the service, you are not only placing an unfair burden on your child, but you are putting other children and staff at risk.

If the Service has an outbreak of an infectious disease, notices outlining a description of the illness and treatment options (photocopied from *Staying Healthy in Childcare*) will be posted in each rooms notice board and an email will be sent from the Nominated Supervisor. If you have any questions about an illness, please speak to the Nominated Supervisor regarding your concerns. A copy of the book "*Staying Healthy in Childcare – Preventing Infectious Diseases in Child Care*" is available for your information (please see the Nominated Supervisor). A list of incubation and exclusion periods of each illness is displayed in the foyer under the heading 'Time Out'.

Parents or the emergency contact will be notified if their child becomes ill whilst at the Service. You **will** be requested to collect your child from the Centre. If the Nominated Supervisor suspects that your child is suffering from an infectious illness, a doctor's certificate stating that your child is fit to return will need to be supplied before they can be re-admitted to the Service. All accidents, incidents, illnesses or medication will warrant the completion of the relevant form. You will be requested to sign this form upon collection of your child.

In the case of an emergency, contact is made with one or both parents. Should neither parent be available, the emergency contact stated on the enrolment form will be called. If none of the above can be contacted, the service may request and ambulance.

HYGIENE AND SAFETY

The service maintains a high standard of hygiene through the education of children and staff in hand washing, storage of food and utensils, and immunisation. By law, the service is a "smoke free" environment. Smoking is **not** permitted on the premises (including the play areas and the car park).

The service's policy encourages the wearing of appropriate clothing and safe footwear for all children and staff. All running and climbing indoors is discouraged and all furniture is used in the manner intended.

MEALS AND NUTRITION

You will need to supply your baby's formula in labelled bottles with pre-measured water and pre-measured formula. If your child has a special training cup, please provide it. Babies need vegetables and fruit to assist with ever growing brain development and energy levels, the centre promotes the policy that FRESH is BEST. Please provide your baby with bottles and drinks for the day.

Morning tea, lunch and afternoon tea are provided for all age groups. Cater to the individual needs of children in relation to culture [Halal food provided], dietary requirements, allergies, and medical conditions.

Details of the weekly menu are displayed in each room and in the foyer of the service. It is important that your child has a healthy lunch, so that they can function well throughout the day. The service's nutrition policy states that chips, lollies, chocolates, artificially coloured cordials or soft drinks, doughnuts, chocolate biscuits, peanut paste, or nuts are not permitted at the service. Below are some examples of snack and lunchtime foods for your children:

Morning Tea:	Lunch:	Afternoon Tea:
<p>All children must have fruit for morning tea.</p> <ul style="list-style-type: none"> Fruit salad: pineapple, apple, banana, strawberries, oranges, grapes Cheese sticks Cheese and crackers Tinned fruit Carrot or celery sticks with cream cheese Boiled eggs 	<ul style="list-style-type: none"> Sandwiches: breads – white, brown, pita, pocket, Lebanese Fillings: vegemite, cheese, meat, salmon, tuna, lettuce, chicken, creamed cheese, egg (curried) Vegetable slice Baked beans or spaghetti Cold chicken or meat slices Salad Salmon or tuna Pasta Soup 	<ul style="list-style-type: none"> Crispbread with spread Fruit bread or bun Wholemeal scones Yogurt (not low fat) Pikelets Cooked potato in its jacket with cheese Fruit muesli bar Dried fruit – sultanas, apricots Biscuits – arrowroot, plain Fruit, apple & bran muffins Fruit cake or loaf
<p>Drinks: Water, milk, soy milk for dairy intolerant</p>		

Families do have the option to bring in breakfast for their children and this is between the hours of 6.30am to 7.45am, please be aware that only healthy breakfast options will be given to children. Additionally, families have the option to bring in early dinners for their children and these will be given at 5.00pm, the same time the other children are given a late afternoon tea snack supplied by the service. Please be aware of these times as children will not be fed outside these hours.

MEDICATION

If a child has been prescribed medication, parents and an educator must complete the relevant form. Over the counter medication (available without a prescription) and prescription medication will only be administered if it is in its original container and has a chemist label on it – stating the child's name, dose required and date. All medication should be handed to the educator for appropriate safe storage in the kitchen. If your child requires long term medication, then you are required to supply a Doctor's Letter – outlining the requirements.

BIRTHDAY CAKES

If you wish to celebrate your child's birthday at the service, please feel free to do so. **\$15** is required for the service to supply Birthday cake. Birthdays are usually celebrated after afternoon tea, and you will need to give a week's notice to book a birthday cake.

If you would prefer that your child not partake of any festivities, the educators will make arrangements to ensure they are given a suitable alternative.

EMERGENCY AND EVACUATION PROCEDURES

In the event of an emergency, children need to be aware of a systematic form of escape. To help ensure children recognise the urgency of the event, educators perform monthly emergency evacuation drills to practice an orderly and controlled evacuation. These drills are evaluated, and policies and procedures reviewed to ensure the continued safety of children, staff and visitors. Emergency evacuation drills are never threatening to the children.

Each room has its own method of evacuation depending on the ages of the children. Emergency exit plans are displayed in each room. Please discuss any aspect of emergency procedures with your child's educator.

SUGGESTIONS/COMPLAINTS

The service welcomes any suggestions and where possible these will be implemented. Similarly, should you have a complaint regarding the service, your feedback will be appreciated. Any suggestions or complaints may be placed in the communication box. However, please feel free to discuss any matter with the Nominated Supervisor or educators or send an email to the service or Approved providers. No problem is insurmountable, and suggestions enhance environments.

CLOTHING AND PERSONAL BELONGINGS

Parents are requested to supply at least two sets of clothing for their child. Please send your child in sensible clothing that is comfortable and not too good to get dirty. Children love to make a mess when they play and create, and we feel more at ease knowing they are not wearing their best clothing.

The service takes no responsibility for lost toys or jewelry. These items are best left at home. Please be aware of what your child brings to childcare as this can save unnecessary upset over lost cherished belongings.

Hand driers are installed in the service, eliminating the need for hand towels. While the service supplies sunscreen, parents **must** supply a hat for each child. The service strictly adheres to the policy of **"NO HAT SHADE PLAY"**. The children are taught self-help skills of washing and drying their hands after going to the toilet and before and after eating.

PLEASE NAME ALL CHILDREN'S BELONGING CLEARLY TO ENSURE THEIR SAFE RETURN. There is a lost property box in which unnamed items are placed, and if not claimed within two weeks, are donated to charity.

EXCURSIONS AND ESCORTED JOURNEYS

The service provides entertainment throughout the year. Performers, including storytellers, clowns, mime artists, mobile farms etc are invited to entertain the children. Some financial contribution from parents towards this may be requested. Once or twice a year the 3 - 5-year-olds are involved in an excursion that is deemed worthwhile, vacation care children during school holidays may attend three excursions a week. The excursions are organised with support from educators and volunteer parents. Travel to and from the venues is by bus and sometimes by private staff vehicles. Parents are provided with information when excursions are being planned.

Policies

Certain policies will be supplied via a link on enrolment; however, all families have access to all of the Centre's policies in the foyer area of service named "policies and procedures".

Developed: April 2007 Reviewed: January 2025

*Sourced: Child Care Act 2002; Child Care Regulations 2003; Staying Healthy in Child Care
Nutrition Australia; Workplace Health and Safety Training Resource Kit, Qld Government (1998)*