



# PARENTHANDBOOK 2021/2022



## Welcome

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.*



# All About Kids Early Education and Care

## About our service

We thank you for choosing us to cater for your precious little ones. Our centre is family owned and operated.

Kaye Mackenzie is the director of Malabri Pty Ltd and is the approved provider/ nominated supervisor of the centre. Kaye and Terry have been in the childcare industry for more than 25 years and wish to welcome you and your family to the centre. Kaye holds her Advanced Diploma in children's services. Terry is the handyman taking care of maintenance and upkeep of the centre. They have 3 daughters who have all taken interest in the early education sector and also play a large part in the running of All About Kids Early Education & Care. Makayla has been in an administrative roll in the childcare industry and is the office manager who takes care of all the accounts, office duties and any general enquiries She is a mum of two girls. Lauren, has her Masters in leadership and education and will be in the role of a Educational Lead and assist in developing educational and developmental outcomes for all children attending our service. She will also assist in co-ordinating events held at the centre and to give you all information that is happening in our centre and community. Brittney, has a Bachelor in Communications and her certificate 111 in children services and will be working away from our centre, however, will be our helping hand with communications including facebook and our website. She will also assist in co-ordinating events held at the centre and to give you all information that is happening in our centre and community. Together they make up the management team.

## Service Philosophy

### Philosophy

At All About Kids we are passionate about delivering a learning environment which is warm, nurturing and challenging. Our goal is to extend and compliment the home in which each child can grow in confidence and develop to his/her full potential in their own time. The rights and best interest of the child underpin our practice and we believe each child is successful, capable, and competent. Through play, it is our mission for children to enjoy learning to enrich their minds to create bright futures. This is by direct experience and self-selection, as each child is an individual with his/her own interests, strengths and needs in life.

Children come from a wide range of cultural backgrounds. The implemented program aims to acknowledge and explore these differences to develop an appreciation and understanding of ourselves and others. Equity, inclusion, and diversity is embedded into our practices and we hold high



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expectations for all children's achievement in learning. By respecting diversity, we are valuing and reflecting on our practice and the curriculum through family's values and beliefs. We believe that diversity contributes to the richness of our society and through the curriculum we promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

Sustainability is embedded into our practice and we guide children in developing an appreciation for the environment and sustainable practices. We are passionate about teaching the children lifelong, respectful relationships to ensure their attitude toward the environment is sustainable for the future.

### Our Centre is:

- A place of wonder that provides the opportunity to question, to explore, to succeed and to have fun.
- A learning place to experience oneself in relationships to others and to the environment.
- A place of security and trust where people grow emotionally, socially, intellectually, and physically at their own pace of development.
- A place where an individual is accepted, supported, and valued regardless of ethnic, economic, and social similarities or differences.

### Our Method:

We reach our Centre goals by providing a learning environment that:

- Is child-centered with appropriate intentional teacher directed experiences
- Is open to communication where families, staff and children can be heard.
- Reflects on the immediate needs and interests of the children.
- Builds on the individual child's development levels
- Empowers children to take control of their behaviors (where developmentally appropriate) and learn to understand how their actions affect others.
- Welcomes the participation of families into the Centre curriculum and in particular in developing policies that affect the care and education offered to their children.
- Possess an intrinsic motivation to learn and to become independent and competent beings.

This motivation is enhanced by these modes of learning:

- **Life learning:** The vital contribution of early Childhood education lies in developing and broadening the range of children's learning experiences to leave them confident, eager, and enthusiastic learners who are looking forward to school.

### Our philosophy for children is that early childhood:

- Is **Active:** as children explore, investigate, experiment, think and communicate in challenging environments.
- Is **Relevant:** by building on children's experiences, ideas, interests and cultural backgrounds.
- Is **Planned:** to cater for children's emotional, social and intellectual and physical growth.



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- Is **Child Centered**: by focusing on the developmental needs and learning styles of children and encouraging collaborative decision making when determining what is on offer in the program.
- Is a **Foundation**: for future education and those values that promote co-operative human endeavor.

### Our philosophy for educators is that they:

- Acquire an understanding of children's development through careful observation, planning, reflecting and interaction.
- Create a welcoming spirit, a home from home for the children and families
- Are inclusive and welcoming of children from all backgrounds. We celebrate children's differences.
- Explicitly model the learning process and introduce knowledge areas to children e.g. literacy, mathematics, science, technology, music, art, etc.
- Work together with children in these knowledge areas and jointly construct understanding.
- Gradually hand over responsibility for the learning task as the child gains understanding and confidence.
- Embed sustainable practices to our curriculum, creating natural environments and providing natural materials for the children to engage with.
- The Centre is also committed to the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines which promotes play-based learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.
- Work with families and management to develop the Centre's philosophy and goals.
- All educators take the opportunity to understand that the Centre's philosophy and goals guide what is provided, recorded, and evaluated in relation to the Centre's quality and continue to contribute to this living document.

### Service Information

Our Service caters for children aged 6 weeks to 6 years. We are open from 6.30am to 6.30pm Monday to Friday, 52 weeks of the year and closed on QLD public holidays. Notice will be given in our newsletters when these days occur.

We have 9 classrooms:

0-17 months- Nursery 1 and Nursery 2

18-2 years- Toddler 1 and Toddler 2

2--2.5 year old room – Juniors

2.5-4 year old room - Pre Kindy 1 and 2

4-5 year old room – Kindergarten 1 and 2



# All About Kids Early Education and Care

## Contact Information

Phone: 0755159155

Email: [info@allaboutkidseducare.com.au](mailto:info@allaboutkidseducare.com.au)

Website: [www.allaboutkidseducare.com.au](http://www.allaboutkidseducare.com.au)

Service Provider: Kaye MacKenzie

Centre Manager / Nominated Supervisor: Karen Walters

Educational Leader: Lauren MacKenzie

Administration Manager : Makayla Leavy

## National Quality Standards- rating.

Under the National Quality framework, to ensure the safety, health & wellbeing of the children, as well as promoting continuous improvement and developing educational and developmental outcomes for all children attending our service, the centre has been assessed with the outcome of: Meeting.

## Fees

Each age group has a set fee per day before any Child Care Subsidy (CCS) has been applied. Families are required to complete the online Child Care Subsidy assessment via [myGov](https://myGov) 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 long with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy. There is an enrolment fee of \$50.00. Fees will be paid two weeks in advance prior to commencing at the centre. Fees will be kept 2 weeks in credit. On commencement, you will be invoiced for the week and your account will be debited on Wednesdays. If your Child Care Subsidy has not been applied to your account, full fees will be required. Once Subsidy is sort, your account will be credited with the access.

## 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:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type



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Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). 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

CCS will pay for any absences from approved care your child attends for up to **42 days per child per financial year**. [Leaving families to pay the gap.] 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](#). You can also do this using the [Express plus Families mobile app](#)

### Absences and booking changes:

We allow each child to have 4 weeks of ½ price fees for times when you go on holidays. 2 weeks' notice is required, and accounts are to be up to be in credit or nil balance. We have forms at the front counter, or you can email your request through. Public holidays are not calculated as holiday fees and are charged at your child's normal rate.

Terminating attendance or changing booked days requires 2 weeks' notice in writing. If you terminate your attendance and do not give 2 weeks' notice or do not turn up during the 2-week period, you will be charged full fees (without any rebate).

### Make-up days – Additional days that are not your normal booked day

We **do not** offer make up days at All About Kids Early Education & Care. However, we understand that from time to time, you may be required to work extra, or have an emergency that you may need to attend, on such occasions please ask at the main office if we have a space available. If we know someone is away we can cater to your additional day. Normal fees apply for additional days.

### 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).



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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:

### Queensland

Department of Education, Training and Employment  
South East Regional office  
Early Childhood Education and Care

PO Box 492

Oxenford 4210

Telephone: (07) 5656 6688

Email: [southeastregion.ecec@qed.qld.gov.au](mailto:southeastregion.ecec@qed.qld.gov.au)

### Service Closing Time and Late Fees

Please be aware All About Kids Early Education and Care closes at 6:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:30pm. A late fee is incurred for children collected after 6.30pm.

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

The Educator will contact the Nominated Supervisor should they not be present and a management representative

- If an authorised collector cannot be contacted and the child has not been collected 30 minutes after the centre’s normal closing time the Educator will contact the local police station to assist in locating parents/guardians.
- Two educators will stay with the child until alternative arrangements have been finalised. At all times educators will treat this matter with respect and sensitivity towards the children and family.
- Once emergency care arrangements have been organized, a notice with the relevant telephone contact numbers will be posted on the centre’s entrance. This should maintain confidentiality and not have children’s names. The sign should read, *This centre is now closed please call \_\_\_\_\_ (this may be the local police station number).*



## **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 and on our OWNA app. We expect our staff and families to always adhere to our policies and procedures 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 pay the administration fee.

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.





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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.9)

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

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

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

### Educational Program

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



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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 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.

### **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.



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## 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



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- 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/hard copy portfolio comprising of:

- Child's Profile
- Goals from families and Educators
- Observations
- Daily updates
- Objectives for further development
- Work samples

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. The program reflects the value of individuality and is not used as a means of comparison between peers or stereotypes. Each child's portfolio will be accessible via our OWNA app as well as any personal observations and learning stories as they are completed by the staff.

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

## Parent Participation

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

You can be involved in the Service's Family Committee. 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



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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 offer email, SMS, Facebook, Newsletters, Day Book Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program. If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community. Like all policies, The Grievance Policy is available for families to consult and implement at any time. Copies of our policies are available in our office and on the OWAN app. You are welcome to take a copy home and review at your leisure.

### **Family Skills, Interests and Talents**

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

### **Your Occupation or Hobby**

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

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

### **Your Home Culture**

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

### **Reading (especially good for grandparents)**

Children love to be read to. If you or your parents have the time please contact your room Educators to organise a day for reading.



## Recyclable Items

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

## Special Events

Our Service organises special events throughout the year. All special events will be listed on our OWNA app and displayed in the front foyer. Keep your eye out- you don't want to miss it!

## 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:

- ✓ OWNA App
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Daily reports that are available via OWNA
- ✓ Mid-year and End of year summative assessments
- ✓ Formal meetings
- ✓ Our Facebook/Instagram Page
- ✓ Website



## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. *Without a Court Order we cannot stop a parent collecting a child.*

## Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. We use electronic signing in/out, each person must have their own pin to sign in/out, so we have a record of who has dropped off and picked up.

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.

## 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 three (3) times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

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

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

## Saying goodbye



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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/bag

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

Please provide a drink bottle clearly labelled with child's name. We always provide water and cups but a drink bottle is a great start to school readiness.

Please provide a sheet for rest time, any comforter your child likes and a blanket in the cooler months. Sheets are to be named and kept in a pillowcase for example.

### Morning Tea and Lunch and afternoon tea will be provided.

#### Recommended daily intakes

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

It is expected that we see your child consume 50% of the RDI at the Service.

Toddlers	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*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1





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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*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

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 or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored.

### Clothing

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

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



## **Spare clothes**

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

## **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, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

## **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 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



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## **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.

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 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 extremely exciting for a child to be having a birthday. If a cake is required for a child's birthday, please see the admin staff where you can pay a \$10 fee for cupcakes to be made for all the children in your child's room. This ensures that all dietary requirements are met in the room. Families are required to discuss cake options with educators prior to the celebration.

## **Family Photo**

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



# All About Kids Early Education and Care

## 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. This is provided as part of your bond, the hat is to remain here, and is washed weekly, and labelled.

## 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.



## All About Kids Early Education and Care

Your child should not attend the Service if they have had Panadol or Neurofen within 6 hours for a temperature that is caused from an infectious disease. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

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

### Infectious Diseases

The 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.



## All About Kids Early Education and Care

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 is present

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

### **Immunisation**

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).

All About Kids Early Education and Care will not allow unvaccinated children and children whose parent's conscientious objection to immunisation be enrolled in our service. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner.

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.

For an up to date immunisation schedule, please refer to your enrolment pack.

### **Medication**

Educators can only administer prescription medication prescribed by a doctor that is clearly labelled with a chemist label. They cannot administer non-prescription drugs or dietary supplements unless the medication has a chemist label with the child's name on it. This includes products such as; teething gel and nappy barrier cream.

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.



# All About Kids Early Education and Care

## 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 an Action Plan filled in by your Doctor to assist in managing your child's needs.

The Action Plan is to be updated every 6 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.
- Cars 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
- Make sure no other child is leaving with you of an afternoon.



# All About Kids Early Education and Care

## Workplace Health and Safety

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

## Educator Ratio and Qualifications

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

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

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

## Smoking

We are a non-smoking centre. Smoking is not permitted within 10 meters of the boundary fence.

## 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	





## All About Kids Early Education and Care

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


***Have you completed the orientation evaluation? Please circle***

***Yes/ No***