

# Welcome| Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care at Kids Haven Early Learning Centre

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our service operates.

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

Kids & Toddlers care




**Our Centre Philosophy**

At Kids Haven, we aspire for every child to leave our centre as a confident, capable, and curious learner with a strong sense of identity, belonging, and wellbeing.

Through meaningful engagement in play-based, culturally responsive, and inclusive learning environments, children develop the social and emotional confidence to build positive relationships, regulate their emotions, and show empathy and respect for others.

We support children to grow into effective communicators who express themselves with confidence across languages, stories, and other creative forms, while also developing foundational skills in early literacy, numeracy, and problem-solving.

We are committed to nurturing children who value diversity, embrace Aboriginal and Torres Strait Islander perspectives, and demonstrate respect for culture, community, and Country.

Our yarning circle provides a safe and welcoming space that encourages conversation, respect, listening and shared learning. The vibrant expansive outdoor environment, with its natural stones, plants, and open-ended materials, inspires children to connect with the land through exploration, discovery, and imagination.

Our educators have connection with Birpai Land and acknowledge and respect the significance of Birpai Land, on which we learn and play on. Together, we extend children's understanding of Aboriginal and Torres Strait Islander cultures and ensure that our programs remain respectful, inclusive, and meaningful.

Our educators have a passion for scaffolding learning in the vital early years of a child's life. They are committed to maintaining a child safe environment and continually strengthening their knowledge through ongoing professional development, and research to promote child agency.

We value warm, open, and transparent relationships with families, built on honest communication and mutual respect. We recognise each family as unique, and honour their traditions, values, and beliefs through supportive and respectful partnerships. Families are regularly informed about their child's experiences, observations, goals, and achievements, creating a strong sense of collaboration and connection. We are of the belief that the families are the 1st teacher in their child's lives followed by the environment and then the teacher.

Our centre orchard reflects our commitment to sustainability and healthy living, providing fresh produce for morning tea and opportunities for children to learn about self-sufficiency and care for the environment. Our large natural outdoor spaces encourage gardening, planting vegetables and herbs, exploring with sand, water, and dirt, caring for worm farms and composting systems, and making choices about their own learning and play experiences.

By fostering independence, resilience, and a love of learning, we support children to become active and capable participants in their world. Through strong partnerships between children, families, educators, and the wider community, we nurture confident learners who are well prepared to thrive in school and beyond.

Reviewed May 2026

## Commitment to Children

We recognise every child as a capable, competent, and active learner who has the right to safety, protection, and wellbeing at all times. Children bring unique strengths, cultural identities, and ways of knowing, and we are responsible for creating an environment where they feel secure, respected, and empowered. We uphold children's rights as outlined in the United Nations Convention on the Rights of the Child, ensuring that their physical, emotional, and cultural safety is central to all decisions and practices.

## Respect for Aboriginal and Torres Strait Islander Peoples

We acknowledge the Traditional Custodians of the land on which our service operates The Birpai on the Camden Haven River and pay respect to Elders past and present. We recognise Aboriginal and Torres Strait Islander cultures as the oldest continuous cultures in the world and foundational to Australia's identity.
Our service is committed to:
• Embedding Aboriginal and Torres Strait Islander perspectives in a respectful, authentic, and sustained manner.
• Building relationships with local Aboriginal communities, Elders, and knowledge holders to guide culturally responsive practice.
• Ensuring cultural safety for Aboriginal children and families through representation, respect, and meaningful inclusion.
• Supporting children's understanding of Country, identity, and environmental responsibility.

## Child Safety and Wellbeing

The safety of children is our highest priority. We maintain a child-safe culture where risks are identified, mitigated, and monitored, and where children's voices are heard, valued, and acted upon. Our commitment includes:
• Implementing robust child-safe policies, procedures, and reporting obligations.
• Ensuring all educators uphold professional standards of conduct and maintain vigilance in supervision.
• Creating environments that minimise hazards and promote safe exploration and play.
• Supporting children to develop the skills, confidence, and language to express concerns, assert their rights, and seek help.
• Engaging families as partners in promoting safety, wellbeing, and protective behaviours.
This commitment is embedded in every aspect of our practice and is non-negotiable.

## Relationships and Community Partnerships

Strong, respectful relationships form the foundation of quality early childhood education. We work collaboratively with families, valuing their knowledge, aspirations, and cultural perspectives. We actively seek partnerships with community organisations, including Aboriginal and Torres Strait Islander groups, to enrich children's learning and strengthen community connections.

## Inclusion, Equity, and Diversity

We are committed to providing an inclusive environment where all children and families experience belonging, respect, and equitable access to learning. Inclusion is embedded in our daily practice and reflects our belief that diversity strengthens our community.
Our approach includes:
• Valuing all cultural, linguistic, family, and personal identities.
• Removing barriers to participation through thoughtful adaptation of environments, routines, and teaching strategies.
• Collaborating with families as partners in decision-making.
• Working with allied health professionals and support agencies to ensure children with additional needs are fully supported.
• Upholding anti-bias principles and challenging discriminatory attitudes or practices.

## Learning Environment and Pedagogy

We view the environment as a powerful contributor to children's learning. Our spaces are designed to be safe, inclusive, culturally responsive, and reflective of the community we serve. We provide materials and experiences that encourage exploration, creativity, problem-solving, and connection with nature. Educators engage in intentional teaching, responsive interactions, and reflective decision-making to support each child's learning journey.

## Alignment with the Early Years Learning Framework

Our philosophy is grounded in the principles, practices, and outcomes of the Early Years Learning Framework: Belonging, Being and Becoming.
We commit to:
• Building secure, respectful, and reciprocal relationships.
• Maintaining high expectations and promoting equitable outcomes for all children.
• Respecting diversity and embedding culturally responsive practice.
• Engaging in ongoing reflective practice and professional learning.
• Providing play-based, inquiry-driven learning experiences that support holistic development. Through these commitments, we support children to develop a strong sense of identity, connection, wellbeing, confidence and communication.

## Professional Reflection and Continuous Improvement

We are committed to ongoing professional learning, reflective practice, and cultural humility. Educators critically examine their assumptions, biases, and practices to ensure our service remains child-safe, inclusive, culturally responsive, and aligned with contemporary early childhood research and the EYLF.

## The Intention of Play-Based Learning

**1. Supports Holistic Development Skills**
• Social and emotional skills, Language and communication, Cognitive development, Physical coordination and motor skills, Creativity and problem-solving
**2. Builds Strong Foundations for Lifelong Learning**
• Think critically, make decisions, persist with challenges, collaborate with others, explore ideas and test theories
These are essential dispositions for learning throughout life.
**3. Strengthens Relationships**
•Connection with peers, trust-building with educators, learning how to negotiate, share, and empathise.
**4. Encourages Agency and Independence**
•Children make choices, follow their interests, and take ownership of their learning. This builds: Confidence and autonomy and a strong sense of identity
**5. Reflects the EYLF Principles and Practices**
• Belonging, Being and Becoming, learning through play, intentional teaching, responsiveness to children, cultural competence, holistic approaches
**6. Supports Cultural Inclusion**
• Their own cultural identity
Aboriginal and Torres Strait Islander perspectives, Community stories, symbols, and ways of knowing. This can be done through storytelling, art, connection to Country, music, and shared experiences guided by local knowledge.
7. **Ensures Children Feel Safe and Supported**
A well-designed play environment:
• Encourages safe risk-taking, reduces hazards, promotes emotional safety, allows children to express themselves freely
When children feel safe, they are more open to learning.
Play-based learning is intentional, meaningful, and deeply connected to how children naturally learn. Its purpose is to support children to grow into confident, capable, curious learners who feel safe, valued, and connected to their world.

Service Information

Our Service is a privately owned long day care service catering for children aged 6 weeks to 6 years. We are open from 7.30am to 6.30pm Monday to Friday, 52 weeks of the year and closed on public holidays. We cater for 46 children per day.

We have 4 classrooms:

0-2-year-old room – DISCOVERERS

2-3-year-old room - ADVENTURERS

3-4-year-old room – INVESTIGATORS

4-5-year-old-room-PIONEERS

Several of our centre policies are included in this information booklet for your perusal. You can request any policy at any time from management.

Please do not hesitate to call us if you have any questions. We look forward to working in partnership with you and your family during this year.

Cherrie Seale
Nominated Supervisor

Contact Information

Phone: 6559 4244

Mobile: 0490 382 946

Email: director@khelc.com.au

# Management Structure

Approved Provider and Director: *NK Maheshwari*

Nominated Supervisor and Assistant Director: *Cherrie Seale*

Educational Leader: *Penny Everson*

# Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is always maintained whilst being educated and cared for by educators and staff. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the *Children and Young Persons (Care and Protection Act 1998)* (NSW) and maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working with Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns on 6559 4244 or email director@khelc.com.au

We aim to ensure our education and care service is a tobacco, drug and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in or on surrounding areas of the Service by educators, staff, parents or visitors.

# Code of Conduct

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

# Our educators and staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.
We create an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational and wellbeing needs of our children and reflecting on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teacher guide our educators in providing quality, research based educational programs.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

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

# National Quality Framework

Our Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement.

Additional information about the NQF can be found at ACECQA/NQF/about

# Regulatory Authority

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

### NEW SOUTH WALES

Early Childhood Education Directorate

NSW Department of Education  phone: 1800 619 113

Locked Bag 5107 PARRAMATTA NSW 2124

www.education.nsw.gov.au/ email: ececd@det.nsw.edu.au

# Educator to child ratios

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This provides us with flexibility to respond to children's interests and needs at different times during the day.

| AGE OF CHILDREN: | EDUCATOR TO CHILD RATIOS: |
|---|---|
| Birth to 24 months | 1:4 |

| | |
|---|---|
| Over 24 months and less than 36 months | 1:5 |
| 36 months up to and including preschool age | 1:10 |

# Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) guides early childhood educators, early childhood teachers and approved providers to inform educational programs and practices that emphasise play-based learning and extend and enrich children's learning and wellbeing from birth to 5 years and through the transition to school.

The EYLF was reviewed and updated and released in early 2023 to ensure the framework reflects contemporary developments in practice and knowledge while supporting educators to promote the learning, development and wellbeing of each child.

The vision of the EYLF is:
*All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives. (EYLF, V2.0, p.6)*

Fundamental to the EYLF 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 take 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.

The EYLF is made up of learning outcomes, principles and practices which educators use in their documentation of children's learning and in their reflection and planning.

## BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local and global communities. Belonging acknowledges children's independence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

## BEING

Childhood is a time to be, to seek and make meaning of the world.  Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity and 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 children being in the here and now.

## BECOMING

Children's identities, knowledge, understandings, dispositions, 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 the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to activity participate as citizens.

(EYLF. 2022. V.2.0. p.6)

*The diversity of family and community life in Australia means that children experience belonging, being and becoming in many ways. They bring their diverse experiences, home languages, perspectives expectations and cultural ways of knowing, being and doing to their learning.* (EYLF. 2022. V.2.0. p.8)

*Educators understand, respect and work with each child's unique qualities and capabilities. Children's learning, development and wellbeing are communicated through 5 Learning Outcomes.* (EYLF. 2022. V.2.0. p.8)

## Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable and confident self-identities and a positive sense of self-worth
- 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 connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- 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, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

### Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking

# Educational Program

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF) V2.0. Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

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

We know that children learn effectively through play and educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices 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 about your child's development, we will inform you and share our observations and advise of follow up assistance e.g., speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

# 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, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning*. (Early Years Learning Framework V.2.0. 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
- respect for diversity
- importance of sustainability
- self-discipline and self-regulation
- 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.

# Documentation of Learning/ Portfolios

Educators observe children and facilitate their learning to provide each child with a
personal, confidential digital portfolio by documenting their learning throughout the year. Our Service uses a variety of documentation to demonstrate learning which may include:

- your child's profile
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples- drawings, photos, recorded video
- checklists and transition statements.

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. The portfolio will be used in parent/educator meetings throughout the year and is always available for you to review at your convenience through the use of the XPLORE playground APP

# Communication

We work in partnership with you and your family.  We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our Service. Everybody has a preferred time and method of communication.  Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress. You are encouraged to talk to our Nominated Supervisor to arrange to meet your child's educator at a mutually convenient time.

Our Service uses XPLORE PLAYGROUND APP to provide real time updates about your child.

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

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Formal meetings
- Facebook

# Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation set up a direct debit account where a non-refundable administration fee will be added and your fees will be taken out.

## Enrolment Form

If you require assistance completing the enrolment form, please contact our Nominated Supervisor for assistance.

We will require the following documentation:

- a copy of your child's birth certificate or identity documents
- your child's Medicare number
- certified copies of any court order, parenting orders or parenting plans
- an immunisation history statement from the Australian Immunisation Register
- copies of any medical conditions and risk assessments need to be completed before your child can start and medication must be approved by treating GP and in date and original packaging

This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Please note, the names written on the enrolment form must match the names on your child's birth certificate or identity documents.

## Family law and access

We request that management is kept up to date with any parenting court orders or parenting agreements under Family Law if applicable. Our Service will uphold any responsibilities or obligations Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child as part of the required enrolment documentation and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

The approved provider will ensure that any child related documents containing personal information about individuals will only be disclosed with written consent. Individuals may withdraw their consent in writing before any information is disclosed. [Reg. 177 (4, 4A, 4B, 4C)] All documentation relating to custody and access are held and maintained securely in accordance to our *Record Keeping and Retention Policy.*

## Inclusion of all children

If your child has a disability, please speak to our Nominated Supervisor prior to enrolment.

We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

Our Service may be able to apply for additional support through the Inclusion Support Program (ISP) to assist your child's access.

## Authorised Nominees

You will be requested to provide information about authorised contacts on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service

- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

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

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee
- family changes (parenting orders)
- emergency contact information details etc.

## Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen®), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency.

## Regular Outings (out the Back back)

Adventures are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For
our regular outing we will complete a comprehensive risk assessment to minimise any identified risks.

## Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities for sharing with our parent community through social media. Photographs and video may also be used as part of our observation and programming process.

Families are asked to respect that staff are not allowed to share information on any other children, families or staff members and staff are encouraged to not join any families social media.

## Medical conditions- Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Nominated Supervisor, you will be

asked to develop a Risk Minimisation Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).

# Fees, rebates and attendance

## Fees

On enrolment you will need to set up your electronic direct debit account and request the frequency of payments to come out of your account. Your fees must remain 2 weeks in advance. If payment declines you will be asked to do a manual payment to catch up. Any fees that are in arrears will accrue a late fee. If fees are continually declined your position at Kids Haven may terminated.

Fees must be paid via Electronic Funds Transfer. Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

| Room | Session hours | Age | Fee Amount |
|---|---|---|---|
| Nursery | 7:30 AM to 6:30 PM | 0-2 years | $136 per day |
| Toddlers | 7:30 AM to 6:30 PM | 2-3 years | $136 per day |
| Pre-School | 7:30 AM to 6:30 PM | 3-6 years | $134 per day |

| Room | Session hours | Age | Fee Amount |
|---|---|---|---|
| Nursery – Casual | 7:30 AM to 6:30 PM | 0-2 years | $165 per day |

| | | | |
|---|---|---|---|
| Toddlers – Casual | 7:30 AM to 6:30 PM | 2-3 years | $165.00 per day |
| Pre-School – Casual | 7:30 AM to 6:30 PM | 3-6 years | $166.00 per day |

## Statement of fees

Families are provided with access to the Xplore app to access account information. Each family will be provided with individual log in details; families are reminded not to share passwords or log in details.

You will see a live statement every time you sign your child in and out through the app.

You will not be sent paper statements tor digital statements from the accounts department.

Families are encouraged to check Centrelink or my gov websites for any changes to CCS entitlements.

Parents/guardians are to take full responsibility of their accounts.

## Bonds and other charges

Other Fees & Charges:

There will be an additional charge for incursions and or sporting events that your child participates in.

Eg: Billabong Zoo, rugby tots, tennis, or community events

## Fees in arrears/ Financial Support

If fees are outstanding after two weeks, we will impose a late payment fee.

Should fees still be outstanding after three weeks, a debt recovery process will be implemented and additional late fee added to your account. Kids Haven reserves the right to suspend/withdraw your child's enrolment if your account is overdue after 4 weeks.

If you are experiencing financial hardship, please speak to the Nominated Supervisor or Director. Additional Child Care Subsidy (ACCS) may be available to support your family. We may be able to organise a payment plan before your fees go into arrears.

*No cash or cheques accepted.*

Direct Deposit Details

| | Electric Fund Transfer | Cash Deposit over the counter at Westpac |
|---|---|---|
| Account Name | Kids & Toddlers Care Pty Ltd | Kids & Toddlers Care Pty Ltd |
| Bank | Westpac | Westpac |
| BSB Number | 032 270 | 032 270 |
| Account Number | 365 110 | 365 102 |

Remember to use your child's last name and DOB as the reference.

## Child Care Subsidy (CCS)

We remind families that there are some compliance areas that the Service has no influence over such as Child Care Subsidy, and timing of payments to the Service and your account. When families enrol their child into our Service, it is the family's responsibility to provide us with the required information to receive Child Care Subsidy. This includes the correct Customer Reference Number (CRN) and date of birth of the child and parent/guardian the child is linked with.

Child Care Subsidy offers assistance to families to help with the cost of child care aged 0-13 years. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined annual family income
- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school

Families who wish to receive Child Care Subsidy as reduced fees must apply through the myGov website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the *'gap fee'*.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

Families are required to advise Centrelink of any changes to circumstances within 14 days to avoid a debt. Changes to circumstances may impact CCS payments. Should you wish to raise concerns regarding the management of Child Care Subsidy, please speak to the nominated supervisor as soon as possible. Concerns can also be directed to the Department of Education on 1800 664 231 or email: tipoffline@education.gov.au

## Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details

and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the MyGov website.

## Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service by using the app to record the absence and give a reason and to also call or email the nominated supervisor

Child Care Subsidy will be paid for any absence from an approved child care service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please talk to the Nominated Supervisor about additional absences.

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

Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child.
If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

Child Care Subsidy (CCS) is generally not payable for absences on the first or last days of enrolment. If a child is due to start enrolment on a set date and does not attend, CCS will not be paid until the child physically attends. Also, if the child does not attend care on their last booked day, CCS may not be paid for any period after the child's last physical attendance at the service. There are some circumstances where CCS may be paid in these situations, please speak with the Nominated Supervisor for further information.

## Withdrawal from care/Reducing Enrolment Days

We require 2 weeks written notice to withdraw and/or reduce enrolment days for your child/ren from any permanent booking. Please see the Nominated Supervisor to obtain the required form to complete. Children are not able to attract CCS for any days after the last day your child physically attends our Service.

*There are some circumstances where CCS can be paid after the last day your child physically attends with an approved reason.*

## Service Closing Time and Late Collection Fees

Please be aware our Service and program 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 late fee is strictly adhered to, as two staff members are required to remain at the Service until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

## Permanent and Casual Bookings

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next
- must remain unchanged for a minimum of 3 weeks
- are chargeable regardless of attendance

Casual bookings are one off booking that:

- can be booked at the last minute for emergency care. This is provided that we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and will contact you if a vacancy becomes available
- are designed to support families taking on casual work and shift work
- can be cancelled at no cost, provided 24-hour notice via email is given

## Waiting list

Casual waiting list: We will create a casual waiting list for casual bookings that have been requested for a session that we are at capacity. If positions become available, we will allocate them in order of application whilst adhering to recommendations of Priority of Access.

Permanent waiting list: If you would like to increase your child/ren's permanent sessions but there are no permanent vacancies, your child/ren will be placed on a waiting list until a position becomes available. Positions will be allocated in order of application, whilst adhering to our Priority of Access process.

# Service Policies and Procedures

You will find a copy of our Service policies and procedures in the office. Please talk to the nominated supervisor if you would like a copy of a policy or procedure. 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 National Regulations. Reviewed policies will be emailed to parents via the Xplore comms portal.

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

# Orientation-Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend our Service in the company of a family member before they start their first 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 put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The Nominated Supervisor will contact you to arrange suitable times and days for visits.

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 with them.

## Arrival and Departure

Each day, you must sign your child in upon arrival and departure using the tablet in the foyer. We are required by legislation to maintain our attendance record at all times. This record may be used in the event of an emergency situation at the Service. If the internet is down we will ask you to do a manual sign in on paper with names, dates and times for our records.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record.  If your child needs to be collected by another person for some reason, an authority to collect form must be provided in

writing to the Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

## The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. 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

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. Rest assured; we'll contact you if your child becomes distressed.

# What you need to bring

### BACKPACK

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

## SPARE CLOTHING

Every now and then, accidents occur, and it may be necessary for your child to get changed into a fresh set of clothes. Please include 2 complete changes of clothes every day which can stay in your child's bag...just in case!

## DRINK BOTTLE

A labelled drink bottle is required every day for water. Staff refill their drink bottle when necessary, throughout the day. We always provide water and cups, but a drink bottle is a great start to school readiness. Under no circumstance is there to be any additives, medicine etc in the child's drink bottle on arrival. Our educators are trained to look and identify juice, cordial or laxative medication. If this is found staff will empty the child's drink bottle and refill with water and inform you.

## SUN HAT

A protective sun hat (either broad brimmed or legionnaire hat) must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

## LUNCH AND AFTERNOON TEA

Children are asked to bring their lunch in a plastic/metal lunch box with a lid that they can open. As all lunches must be placed into the fridge in each room, please do not send it in a cooler bag, as these are not effective in the fridges. We ask you clearly mark your child's name on the bottom of the box and lid. We also ask that you think about your child' ability to unwrap their lunch and open such things as muesli bars.

We try to encourage healthy food choices at the Service and request that you provide sandwiches or wraps with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. See the following Information on the nutrition requirements recommended for 0-5year old children.

# What food to pack your child for a busy day at our Service

## RECOMMENDED DAILY INTAKES

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

| THE FIVE FOOD GROUPS | STANDARD SERVE SIZE | 1-2 YEARS | 2-3 YEARS | 4-8 YEARS |
|---|---|---|---|---|
| Vegetables and legumes/beans | 1/2 cup vegetables – include 2 or 3 different types | 2-3 Serves | 2 ½ Serves | 4 ½ Serves |
| Fruit | 1 cup fresh<br>or stewed fruit<br>or 2 small pieces of fruit (apricot, kiwi fruit, plum)<br>or 1 medium sized fruit (apple, banana, orange)<br>or an equivalent amount of 2<br>or 3 different fruits | ½ Serve | 1 Serve | 1 ½ Serves |
| Grain (Bread and cereal) | 1 slice bread<br>or 2/3 cup breakfast cereal<br>or 1/2 cup cooked rice or 1/2 cup cooked pasta | 4 Serves | 4 Serves | 4 Serves |
| Meat and alternatives | 65g cooked lean red<br>or 80g white meat<br>or 100g cooked fish | 1 Serve | 1 Serve | 1 – 1 ½ Serves |

| | | | | |
|---|---|---|---|---|
| | or 1 cup cooked legumes (baked beans, chickpeas)<br>or 2 eggs | | | |
| Dairy and alternatives | 1 cup (250 ml) milk<br>or 1 cup (250ml) calcium-fortified soy milk<br>or 2 slices (40g) cheese or 3 ¼ cup (200g) yoghurt<br>or ½ cup (120g) ricotta cheese | 1 – 1 ½ Serves | 1 ½ Serves | 1 ½ girls Serves<br>2 boys Serves |
| Drink | 0-12 months of age<br>Should only be given breastmilk or specially prepared infant formula. Cow's milk is not suitable under 12 months of age (although it can be served in small quantities with cereal and in meals).<br><br>Water<br>Water should be accessible at all times and for all ages.<br>(Sterilised bottles and cooled boiled water for under 12 months of age)<br><br>Cow's milk<br>Contains calcium, zinc and vitamin A, riboflavin and may be fortified with vitamin D and should be offered daily.<br>(Powdered, evaporated or long-life (UHT) milks are just as nutritious alternatives to fresh milk)<br><br>Children 12 months -2 years of age<br>Full cream cow's milk (~4% fat)- require the additional energy provided by full cream milk.<br><br>Children over two years of age<br>Reduced fat milk (~2% fat)- recommended to have reduced fat milk as it contains the same amount of calcium, protein, and vitamins as full cream, but is lower in saturated fat and energy content.<br><br>Plant based milk | | | |

| | |
|---|---|
| | Lower in protein and have fewer vitamins and minerals. Use varieties fortified with calcium (with at least 100mg calcium per 100ml).<br>Fortified soy and rice milk is suitable for many children who cannot tolerate cow's milk.<br><br>Not suitable substitutes for cow's milk -Oat, almond, quinoa and coconut milks - do not provide the necessary nutrients for young children. |

Reference: Nutrition Australia https://nutritionaustralia.org/fact-sheets/adgs-recommended-daily-intakes/

Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits or cakes.

These items will remain in your child's lunch box for home time. A healthy lunch box environment is a group effort by all families and staff.

# Meals

Our Service promotes healthy eating habits and provides delicious and nutritious food for your child each day. We provide a nutritionally balanced morning tea with delicious fresh fruit, vegetables and cheese.. Our menu is displayed on the notice board at the entry of the centre.

We cater for the dietary requirements of all children enrolled at our Service. Please discuss your child's special requirements, allergies and any other medical conditions with the nominated supervisor.

# Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean and quiet area for mothers to breastfeed their infants or express breastmilk.

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. Regular communication is encouraged to ensure your infant's needs are met as they grow.
Please refer to our *Breastfeeding Policy.*

# 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 and jump as well as being easy for the child to take off and put on by themselves. Joggers and sandals are appropriate shoes to wear.

Thongs, slippers and gumboots are not suitable, and we prefer that these are NOT worn to the Service. 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 for effective sun safety.

# Toys

The Service has an abundance of developmentally appropriate toys and equipment available 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

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a *Behaviour Guidance Policy* that extends across the whole Service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If you require further information on this policy, please ask the nominated supervisor.

# Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health- physical, social, emotional and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music and relaxation.

# 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

# Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots and 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. Each day we provide information about the times your child rested or slept. Quiet activities, such as puzzles and books are available for those children who do not sleep. Individual sleep assessments will need to be completed by parents of children 0-2 years

# 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. Further, we support children to appreciate that sustainability embraces social and economic sustainability as we engage in concepts of social justice, fairness, sharing, democracy and citizenship.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, developing an appreciation of the natural world, encouraging them to participate in a recycling program and reducing energy and conserving water. We aim to provide children with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.

# Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that cupcakes be provided as this reduces the major allergy risks associated with most other cakes and helps us to provide a hygienic celebration with only the birthday child blowing out the candles on their cake. Families are required discuss cake options with educators prior to the celebration as we monitor food and treats to ensure the safety of all children and staff. *For further information, please see our Celebration Policy.*

# Family Walls (belonging tree)

We have a *Family Wall* in each of our rooms. 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 the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

# Sun Safety

We work in compliance with the *National SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times. We use a combination of sun protection measures whenever the UV Index Levels reach 3 or above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences and we conduct regular risk assessments to ensure the play space and equipment is safe for children. We complete daily Playground Surface Temperature checks during summer months or extreme hot weather to check for potential hazards.

Children and educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF50+ or higher broad-spectrum water resistant), which is reapplied according to the manufacturer's 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. Consent to apply sunscreen is included in our enrolment form.

# Parent Participation and Feedback

Our 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 and experiences that the children and the program will benefit from and providing feedback.

Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day 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 *Dealing with Complaints Policy* that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in the office. You are welcome to take a copy home and review at your leisure.

# Family involvement

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

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

## Reading

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. We love grandparents visiting our Service!

## Recyclable items

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

## Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations and information sessions.

## 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/complaints procedure if you would like to formally raise any concerns.

## Community Information

We have a community notice board at the entry to our Service. This board is used to display relevant programs, we have a case of, menu, notices, uv and weather information and any other reminders.  Please ensure you check this on a regular basis.

# Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices.

All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use alcohol-based hand sanitiser upon arrival.
Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

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

Please monitor your child's health and do not bring your child to the Service if they are suffering from any illness or infectious disease.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying healthy: Preventing infectious diseases in early childhood education and care services, 6th Edition.* Our policies and procedures for *Dealing with Infectious Diseases* is available for all families to view.

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.

If your child becomes ill whilst at the Service, we will contact you or an authorised contact to collect your child within a 30-60 minute time frame where possible. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. 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 had diarrhoea and/or vomiting, they will be excluded until there has not been any diarrhoea or vomiting for at least 24 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following infectious diseases so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

Exclusion for common or concerning conditions (Australian Government, National Health and Medical Research Council, Staying Healthy 6th Edition 2024)

| CONDITION | EXCLUSION |
|---|---|
| Chicken pox | Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in vaccinated children.<br>See the guidelines for contact exclusions |
| Conjunctivitis or eye discharge | Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis) |
| Ear infection | Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) |
| Fever | Exclude until the temperature remains normal, unless the fever has a known non-infectious cause.<br>If the child has gone home from the Service with a fever but their temperature is normal the next morning, they can return to the service.<br>If the child wakes in the morning with a fever, they should stay home until their temperature remains normal If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease. |
| Gastroenteritis ('gastro')<br>• Campylobacter infection<br>• Cryptosporidiosis<br>• Giardia infection (giardiasis)<br>• Rotavirus infection<br>• Salmonella infection (salmonellosis)<br>• Shigella infection (shigellosis) | Exclude until there has not been any diarrhoea or vomiting for at least 24 hours |
| Norovirus infection | Exclude until there has not been any diarrhoea or vomiting for at least 48 hours |

| | |
|---|---|
| Hand, foot and mouth disease | Exclude until all blisters have dried |
| Head lice | Not excluded, as long as effective treatment begins before the next attendance at the service.<br>The child does not need to be sent home immediately if head lice are detected |
| Hib (Haemophilus influenza type b) | Exclude until the person has received treatment for at least 4 days |
| Measles | Exclude for at least 4 days after the rash appeared.<br>See the guidelines for contact exclusions |
| Meningitis (viral) | Exclude until person is well |
| Meningococcal infection | Exclude until the person has completed antibiotic treatment |
| Mumps | Exclude for at least 9 days or until swelling goes down (whichever is sooner) |
| Pneumococcal disease | Exclude until person has received antibiotic treatment for at least 24 hours and feels well |
| Rash | Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding) |
| Respiratory conditions and infections<br>• Bronchitis and bronchiolitis<br>• Common cold<br>• COVID-19 (also refer to state or territory advice)<br>• Croup<br>• Flu (influenza)<br>• Human metapneumovirus<br>• Pneumonia<br>• RSV (respiratory syncytial virus) | If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), exclude them only if:<br>• the respiratory symptoms are severe, or<br>• the respiratory symptoms are getting worse (more frequent or severe), or<br>• they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)<br><br>Otherwise, do not exclude.<br>A person can often have an ongoing cough after they have recovered from a respiratory infection.<br>If their other symptoms have gone and they are feeling well, they can return to the service |
| Shingles (zoster infection) | Exclude children until blisters have dried and crusted.<br>Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered)<br>See the guidelines for contact exclusions |

| | |
|---|---|
| **Skin-related infections**<br>• Cold sores (herpes simplex) | Not excluded if the person can maintain hygiene practices to minimise the risk of transmission.<br>If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry.<br>Cover sores with a dressing, if possible. |
| • Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot)<br>• Impetigo (school sores)<br>• Scabies and other mites causing skin disease | Exclude until the day after starting treatment<br>For impetigo, cover any sores on exposed skin with a watertight dressing |
| • Warts | Not excluded |
| **Strep throat** | Exclude until the person has received antibiotic treatment for at least 24 hours and feels well |
| **Whooping cough (pertussis)** | Exclude until at least 5 days after starting antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics.<br>See the guidelines for contact exclusions |
| **Worms** | Not excluded |

*If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit*

## Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age. 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 Immunisation Register (AIR).

In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families and educators.

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up-to-date immunisation schedule, please refer to your enrolment pack.

## Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given to directly to an educator for appropriate safe storage.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents ensure our Service has adequate supplies of the required medication at all times.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*. It is the parents responsibility to collect the medication.
The child medication will also be recorded on the app and you will receive a notification

## Incidents, injury or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact an ambulance immediately. We will attempt to contact a parent or guardian or an authorised contact to advise of the situation. If you are unable to meet the ambulance at the Service, we will send the nominated supervisor to accompany your child in the ambulance.
Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

# Safety in our Service

## Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months. Each member of our team are given the opportunity to conduct a lockdown and emergency evacuation monthly to embed this practice.

An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

# Drop off and pick up time

Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door when getting your child into and out of their restraint
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

# Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning, our educators conduct daily safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area. 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 issues, please contact the Nominated Supervisor immediately.

# Social Media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media account is managed by the Nominated Supervisor and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children and educators by not publishing any personal information online. Our Facebook page is private and for parents and grandparents ONLY. Any other person related or not to the child will be declined

# Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

Information, including personal information (addresses, telephone numbers, email addresses) will not be disclosed to any individual without obtaining prior written permission of the respective person, including educators, staff, family members and parents. Families must ensure they do not share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service. (See *Privacy and Confidentiality Policy*).

All families are not to use or share images obtained from the Service, via the Service's app, Facebook pages or other format. Families are not to share photographs taken during special events for publishing on any social media or for sharing in any format.

Families are asked to respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to. Additionally, families are not to connect with staff on social media platforms except the regulated Services private Facebook page.

To plan programs for your child/ren, 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.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Complaints Policy*.

Our Service is required to keep and maintain detailed records about children, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy.*