

FAMILY HANDBOOK



Quality Area 6: Collaborative Partnership with Families

[Welcome](#) | Our Family Handbook explains important information you will need to be aware of whilst your child is in attendance at our Centre.

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.

Toronto Community Childcare Philosophy

We Believe

At Toronto Community Childcare Centre we believe in providing an environment that respects the child's right and need for belonging, supportive relationships, wellbeing and safety. We believe children gain positive self-identity and confidence when valued in an inclusive, responsive and nurturing environment.

Relationships

Through open communication we develop and foster collaborative partnerships with children, their families, staff and the broader community. We embrace the diverse knowledge, beliefs, values and culture to enrich the lives of children and develop a strong sense of belonging.

We recognise families as being a child's first teacher and are the most important influence in every child's life.

We ensure that a child's family, cultural beliefs and identity is respected and embraced in our Service.

Our Program

We provide a play based curriculum encompassing the Early Years Learning Framework, which supports the development of young children.

The importance of play is supported by research in promoting healthy, social, emotional, physical and intellectual development.

In partnership with our families, educators implement programs that support the development of individual children's needs and interests.

We are advocates for children and parents trust that we will recognise children's ongoing needs, this includes liaising with other professionals to support those needs.

We believe in developing a holistic approach to teaching, which allows children to gain the skills to be confident, independent and involved learners, who can try new things and safely take risks.

Our Educators

As Educators we believe it is essential that we continually reflect on our practice and attitude to ensure we are teaching with intention and respect.

Through reflection we adapt our practices in response to the needs of our children, families and the community.

As Educators we continually take opportunities to gain personal and professional development through training opportunities.

This ensures high quality care and inclusive practices which provides equity for all children in our care.

Our Commitment

We at Toronto Community Childcare Centre are committed to providing high quality Child Care and Education, with programs that support a sustainable environment where children are encouraged to develop and become empowered and lifelong learners.

Service Information

Toronto Community Child Care Centre was established in 1985.

Toronto Community Child Care Centre is a community based not for profit Centre. We are run by a Parent Committee which is made up from parents of children who attend the Centre.

Our Service caters for children aged 6 weeks to 5 years. We are open from 7.30am to 5.30 Monday to Friday, (48 weeks of the year) and closed on NSW public holidays.

We have 3 classrooms:

0-2 year old room – Nursery

2-3 year old room - Toddler

3-5 year old room – Preschool

Contact Information

Phone: (02) 49594946

Email: torontochildcare@gmail.com

Website: <http://torontochildcare.com.au/>

Service Providers: Department of Education and Communities

Service Director: Vicki Scholefield

Nominated Supervisor: Vicki Scholefield

Educational Leader: Vicki Scholefield

Fees

Our full fee is: \$112.00 day, before Child Subsidy (CCS Care) has been applied.

Families are required to complete the online Child Care Subsidy assessment within the Centrelink portal via 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 Centrelink Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy.

Child Care Subsidy (CCS)

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

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

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

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

NSW Public holidays – the service is not open and no charge will be applied. 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](#)

Regulatory Authorities

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

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

New South Wales

NSW Early Childhood Education and Care Directorate

Department of Education and Communities www.det.nsw.edu.au

1800 619 113, ececd@det.nsw.edu.au, Locked Bag 5107 PARRAMATTA NSW 2124

Service Closing Time and Late Fees

Please be aware the Centre closes at 5:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 5:30pm. A late fee is incurred for children collected after 5:30pm.

The fee is \$10 per child for the first 5 mins and \$5:00 per child for every 5 mins after of 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 program until all children are collected.

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

Confidentiality

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

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

Service Policies and Procedures

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

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

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

Meet our Staff and Educators



Director/ Nominated Supervisor - Vicki



Administration - Kim



Early Childhood Teacher - Jennifer



Early Childhood Teacher - Emma U



Diploma - Carmen



Diploma - Sharon



Diploma – Chanie



Diploma - Kate



Diploma – Emma P



Diploma - Ellie



Diploma – Vicki P



Cert III - Jasmine



Cert III – Julie



Cert III – Kylie K



Cert III – Rachelle



Cert III – Sarah



Cert III - Ronda



Cert III - Irene



Cook - Karen



Inclusion Support/casual – Liz



Cert III - Sara

Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay two weeks in advance at the full rate of \$108 for your scheduled days and an administration fee of \$20 to register on the wait list. Our bank Details are –BSB No: 650-000. Our Account Number: 943026804, Reference – your child’s name.

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, Administration or Responsible Person of any changes to enrolment information including:

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

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

Goals for your child at our Service

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

Maria Montessori

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

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

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

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We

encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

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

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

Early Years Learning Framework

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

BELONGING

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

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting

challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

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

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work

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

Portfolios

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

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

The individual child's portfolio is maintained and used as a direct resource 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. You will be given your child's portfolio at the end of the school year or as they finish at the Centre.

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 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, Facebook, Newsletters, and daily/weekly slides for you to view. We pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room on their computer or a hard copy in the office. We are happy to email you any policies you may be interested in on request.

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 are able to share with our Centre 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 time 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.

SPECIAL EVENTS

Our Service organises special events throughout the year. Keep an eye out, as your child is sure to be a star!

SUGGESTIONS

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

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

Communication

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

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

- ✓ Newsletter
- ✓ Phone calls
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Daily/weekly room slides that are emailed
- ✓ Mid-year and End of year summative assessments
- ✓ Formal meetings

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.

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.

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

Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

What to bring to the Service

BACKPACK

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

Nursery: Please bring changes of clothes (clearly labelled)

Nappies

Formula and or breast milk

Bottles

All items clearly labelled

Toddler: Please bring a set of cot sheets, one fitted and one flat

A drink bottle

Changes of clothes

Nappies or pullups

All items clearly labelled

Preschool: A set of cot sheets if your child needs a rest

Changes of clothes

Pullups if needed

All items clearly labelled

Food at our Service

Meals are supplied at the centre – morning tea, lunch, afternoon tea and a late snack. If you have any dietary requirements please provide details on your enrolment forms and notify the Nominated Supervisor and Administration to ensure all procedures are followed. If there is a change in dietary requirements please notify us in writing.

The menu for the week is clearly displayed in the foyer for you to view and discuss with your children.

We have an International Food Day each month where families are welcome to share a recipe for the whole centre to enjoy.

RECOMMENDED DAILY INTAKES

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

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

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.

LUNCH BOX

Lunch boxes will be needed for our bush kindy excursions in the preschool room. Please provide an empty lunch box which we will fill with a sandwich and snacks for the time away from the service. You will need to provide a water bottle for these excursions as well.

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. 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 for effective sun safety.

SPARE CLOTHES

Every now and then accidents occur and it may be necessary for your child to get changed into a fresh set. We also engage in water play and messy activities and provide children with experiences that explore our natural environment, this includes the rain and mud. 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

Sustainability

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

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

Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots and 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. We are guided and adhere to Red Nose (previously known as SIDS and KIDS) recommendations.

Birthdays

It is very exciting for a child to be having a birthday. Due to ingredients of cakes being dangerous to some children with allergies we do not have cakes or cupcakes to celebrate birthdays.

We do however, have a birthday tin. The tin looks like a cake and we place candles on the top for your child to blow out. Inside the tin we place Natural Confectionary Lollies (no artificial colourings or flavours) which are shared with all of the children – the lollies are supplied by you the parent/carer. Please be aware of how many children are in your child's room as we don't want anyone to miss out.

Family Photo

We have in all rooms a Family Wall. This is a strong and valuable resource 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 or email a photo, or a couple of photos that represent your family, we would love to add it to our wall.

Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Centre with sunscreen already applied or applied when you arrive with the sunscreen provided. This is a great support to educators who are busy settling children who are transitioning and setting up for the day.

SUN HAT

A sun protective 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.

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.

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. 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. Please ensure you let the Centre know if your child/children are not attending to ensure ratios are supported and your child is marked away.

Infectious Diseases

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

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is

	weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

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

Immunisation

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in child care. The Public Health Act 2010 prevents NSW child care centres from enrolling children unless approved documentation is provided that indicates that the child:

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

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

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

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

Medication

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

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

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

Allergies or Asthma

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

The Service requires 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.
- Car parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Do not share your door code with people outside of your pickup contacts.
- Do not open the front door to others unless you can identify and vouch for that person.
- Never leave a door or gate open, and check that it has closed behind you.
- Never leave your children unattended in a room.
- Children are not permitted into the office and kitchen areas.

Workplace Health and Safety

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

A safety check list is completed every month and addresses areas that need to be attended to by maintenance or compliance.

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.

Parent Acknowledgement on the next page...

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	

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