



PARENT INFORMATION HANDBOOK

Address: 81-83 New Line Rd
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AMENDMENT HISTORY

Version: 002

Amendment: Updates Fee Information

Date: October 2022

Reviewed/Amended By: Pearl Hodiwala (Operations)

Next Review: October 2023

The Service encourages staff and parents to annual review its policies and procedures. In addition, the Service will accommodate any new legislative changes and issues identified as part of the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practices. By Regulation 172 of the Education and Care Services National Regulation, families of children enrolled will be notified for at least 14 days. Before any amendment to policies and procedures that impact their children or family, their input will be considered.



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CENTRE DETAILS

Welcome to **WONDER YEARS** Early Learning Centre! This handbook will provide you with important information about our centre, to ensure the best possible start with us.

Centre Contact Details:

Wonder Years Cherrybrook Early Learning Centre
81-83 New Line Rd
Cherrybrook, NSW, 2126
Ph: 9484 2595
cherrybrook@wonderyears.com.au

Centre Opening Hours:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| Open | 7.30am | 7.30am | 7.30am | 7.30am | 7.30am |
| Close | 6.00pm | 6.00pm | 6.00pm | 6.00pm | 6.00pm |

The centre operates 51 weeks of the year and is closed on Public Holidays.

Room Organisation:

We are licensed for 56 children per day, and the children are divided into three rooms:

Nursery

Six weeks - 2 years
With a 1:4 educator-to-child ratio

Toddlers

2 - 3 years
With a 1:5 educator-to-child ratio

Pre-School

3 - 6 years
With a 1:10 educator-to-child ratio

We look forward to getting to know you and your child!



STATEMENT OF PHILOSOPHY

At Wonder Years, we believe that our service will high-quality quality care for the individual needs of children and families in a warm, secure and friendly environment. We use the Early Years Learning Framework as a platform to implement a meaningful and enriching learning program that enhances each child's learning and development.

We achieve this by striving to:

1. Provide an environment that supports and caters for each child's interests and developmental needs
2. Provide a safe, secure, healthy, hygienic and well-supervised centre
3. Provide a calm, warm, nurturing and caring environment for children to learn and develop new skills
4. Encourage parent input and participation, and encourage this in the daily running of our centre, inviting them to attend special events and maintaining our open door policy
5. Provide programs that actively involve the immediate community, that encompass the cultures within the centre and that promote inclusion and diversity
6. Provide a nutritionally balanced menu that includes a variety, of vegetarian options, caters for those with allergies and cultural food restrictions and reflects the cultural makeup of our centre
7. Contribute to the local and the broader community by celebrating cultural events, fundraising for local charities and providing partnerships through centre events
8. Ensure that children are planned and programmed concerning each child's knowledge, ideas, culture and interests. This documentation will be available for parents within each classroom
9. Provide a range of learning experiences daily that cover all five learning outcomes, including individual, small group and whole-based learning to benefit each child and where children's choice is promoted strongly
10. Promote individual differences as well as provide opportunities for positive interactions to develop each individual's self-esteem and self-worth further
11. Promote opportunities for children to explore language, literacy, mathematics, science and discovery and creative arts (including music, drama, dance and visual art), to make sense of their world and further their knowledge
12. Encourage the building of social relationships with peers through modelling, demonstrating appropriate social behaviour and building resilience to give children the skills that they will need for life when forming social relationships
13. Encourage children to have a strong environmental awareness, show respect for their environment and participate in responsible practices regarding sustainability
14. Base our programs on the fundamentals of play-based learning, fostering natural curiosity in a supportive and well-resourced environment
15. Foster children's independence skills with supportive guidance from educators and promote each child's sense of agency, allowing them to be empowered by making decisions within their environment
16. Provide adequate time for meals, rest and relaxation
17. Provide a School Readiness Program that places strong value on social and emotional readiness as primary while also enriching children's current skills in early literacy, numeracy, science and creative arts to best prepare them for school in a safe and supportive environment
18. Commit to continuous improvement of our centre through a process of regular critical reflection of ourselves as educators, through the promotion of professional development and review of our program, policies and practices

Updated September 2022 - reviewed by educators, parents and children

Next review date- September 2023



GENERAL CENTRE INFORMATION

We are a privately owned childcare centre. We are licensed by the Department of Community Services and are governed by the Education and Care Services National Law Act (2010) and Regulations (2011). We also undergo accreditation through the Australian Children's Education and Care Quality Authority (ACECQA) and work towards meeting and maintaining the National Quality Standards.

Open Door Policy

At Wonder Years, we have an Open Door Policy which means that families are free to come and go from the centre anytime. Please feel free to come in and join our programs, spend some time with your child or simply observe the experiences your child is involved in each day. You are welcome at any time, though we prefer you to inform us of when you might choose to visit to ensure it is a convenient time for all parties.

Parent Involvement

Our centre recognises that families are full of people with many interests, skills and talents, which help create our diverse community. We love to partner with families in sharing these abilities and encourage families to get involved in activities at the centre. If you have something that you feel you can contribute to our program, please feel free to come and share this with us, whether it is your occupation, visiting with a young baby, helping with craft activities, performance, gardening with the children or providing the staff with support in an area that you enjoy! We would love for more families to be involved.

We also believe that including experiences and links to children's homes in the program provides more positive opportunities and connections for children's learning and identity at the centre. Each room has a place where families can provide information about children's current s and experiences for educators to include and extend in programs. Outings, interests, and new skills are all of interest to us, and we would love to hear about these things!

Notification of Changes

It is the responsibility of families to inform centre management of any changes to your child's enrolment information. This includes your address, place of work, phone numbers, authorised emergency contacts or changes to family custody arrangements. Occasionally we may need to contact you or an authorised contact urgently, and we need to have all the appropriate information on file. Forms to update these details or add additional authorised contacts are available in the foyer. These can be returned to the Nominated Supervisor in the office.

Keeping You Up to Date

There are many ways that the centre provides information to families, and we believe that it is essential for families to have current information. The most common form of communication with families is via email. We request that all families provide the centre with one or more existing email addresses to receive information, reminders and updates from the centre.

Other ways that information is provided include:

- Daily Learning Stories and program boards in rooms
- OWNA
- Notice Boards – in the foyer, outside the front entrance, room door, and within rooms.
- Signs displayed on entry and room doors
- Newsletters on specific topics
- Information evenings
- Face-to-face conversations with room staff or the Nominated Supervisor
- Phone calls – parents are encouraged to call, and staff will contact families where required

Toys from Home

We would prefer that no toys are brought to the centre unless they are a comfort item required for rest time or an article for news. Toys that come to the centre can easily be lost or broken, and this causes unnecessary distress for children. Toys can also cause trouble when other children want to play with them. News items should be handed to educators in your child's room or left in children's bags until required and are preferred to be items of interest such as nature items, crafts, photos or books, rather than toys. Comfort items should also remain in your child's bag until rest time; staff will use them to settle your child during the day if required.



Lost Property

Please ensure that any item you bring to the centre for your child is clearly labelled with your child's name. Educators will do their best to return any items left behind to the correct children. However, it is not always possible to recall what belongs to which children. Any unclaimed items will be left in the Lost Property box. After a reasonable amount of time, these will be donated to a charity.

Celebrations

We believe firmly in embracing and celebrating cultural and community events and beliefs and integrating celebrations into our centre community. If you have any special celebrations/events you would like us to incorporate into the curriculum, please speak to your child's educator, or add these details to your parent survey so we can plan for these events. We also encourage the celebration of birthdays at the centre. If you are providing a cake for your child's birthday, please ensure there are no nuts in or on the cake, and please provide us with a full list of ingredients. We prefer small cupcakes where possible for ease of distribution and eating.

Policies and Procedures

Policies and procedures relating to a wide range of areas relevant to our service are available to families in the foyer. These are used as the basis for everyday practice at the centre and are updated throughout the year. Families will be encouraged to provide feedback as we review policies and procedures to ensure they are relevant and updated with current legislative requirements. These will be sent out via email or placed in parent pockets. Families will be notified of any significant changes that may impact the running of the centre or the care provided.

Grievance Procedure

If you have any concerns, please do not hesitate to speak to your child's educator or room leader. If you are not comfortable approaching your child's educator or room leader, please approach the Nominated Supervisor or management, so your concern may be addressed. If it is difficult to approach the Nominated Supervisor or management, you may voice your concern in writing, via telephone or by e-mail. A meeting may be requested if required. We are here to answer your questions or concerns, and any issues will be dealt with promptly. Our grievance procedure is displayed in the centre foyer.



STAFFING

The Staff at Wonder Years are trained and experienced in caring for children. They are responsible for caring for your children during the day and programming for their individual needs. We value happy and enthusiastic staff who are friendly and interested, and we support our team to be the best they can be through an orientation process for all new staff, encouraging in-service training (both in-house and external) and ongoing study in education and care. Staff also undergo regular performance reviews, including setting and working towards professional goals. Before commencing work, staff are screened through a Working with Children Check by the Office of the Children's Guardian. Please ask if you would like to know more about a staff member's role in the centre.

Staff Roster

Our staff work on a roster system. This involves some of our staff working four long shifts and having a day off each week and other team working five days for shorter shifts. Staff are on varying shifts. However, we try to maintain consistency so that you will see a familiar face any day. A roster is displayed in each classroom, these details when staff are working during the week.

Any changes to staff days off, staff taking annual leave and room staffing will be communicated through newsletters, email updates and displays on room doors. Changes will also be mentioned face to face by room staff where possible.

Relief Staff

When permanent staff members are absent, you may see a different face at the centre. The names of the relief staff members are on display in the foyer.

We have a collection of staff who work for the centre on a casual basis. These staffs are subject to the same qualification and check requirements as our permanent staff. We try to maintain consistency when covering staff on leave with a casual for the whole period where we can.

Students

Wonder Years is proud to provide experiences for students and trainees and contribute to the positive development of early childhood educators. We will have various students at our centre on practicum throughout the year. The students come to us from different institutions, e.g. TAFE, Universities, Colleges and High Schools. Our staff always supervise these students. A constant liaison is maintained between the centre and the various institutions.



EDUCATION AND PROGRAMS

Learning Framework

Our focus is on nurturing and caring for the children in our care. We value children's thirst for knowledge and curiosity. As educators, we aim to create an environment where children are provided with enriching, stimulating and valuable learning opportunities which empower children's ideas and challenge their thinking. The Early Years Learning Framework (EYLF) provides a platform with five key learning areas to base our program and partner with children to develop their dispositions for learning and enjoyment of life. These learning areas are the basis of our centre's goals for learning.

All our age groups are experiencing, investigating, exploring and conquering their worlds throughout the centre. Experiences provided for children are based on children's ability to concentrate, interact and participate. Children of all ages are provided with a complete program of experiences and staff support them in celebrating their achievements, developing independence and taking on the next challenge. Our programs and observations as part of our learning stories are displayed for families to read daily. Learning Stories are also posted on OWNA each day to those families who have provided permission and an email address. These are also available to families in the room, so if you miss one, you are welcome to access these at a later time. We encourage families to read this information each day and talk to your children about what they are experiencing during their time in care.

Learning experiences that highlight children's interests, strengths and ongoing development are compiled in an individual portfolio record for each child. Information is continually added to these throughout the year. Children's portfolios are available to parents at the centre and are given to families at the end of the year. As part of our portfolios, we also provide families with an overview of their child's progress at the end of the year. This draws on the EYLF and provides some direction for the year.

We encourage families to take an interest, and if you have any questions or concerns, please speak to your child's teacher. They will provide information where required and are happy to take the time to talk to you. Times can be arranged so that staff can be available to discuss issues outside the room if that is more appropriate.

How we program

Here at Wonder Years, we base our educational program on the Early Years Learning Framework (EYLF), allowing the five elements of the framework to become the platform from which we do our planning and programming. The five elements of the framework are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Within these elements are several learning outcomes, broken into subheadings. Each of these learning outcomes has a code, e.g., 1A2. Educators use these codes when planning for the group, as well as when planning for individual children. The weekly program, individual observations as well as projects and some artwork contain these learning outcomes to communicate to other educators and families what learning outcomes we anticipate to observe and evaluate.

Each child is observed monthly, and after an educator has analysed their learning, an activity is planned for them, implemented, evaluated and followed up with further learning experiences if necessary. Educators use a variety of methods to observe children individually as well as in groups. These methods include photos, anecdotes, learning stories, artwork, videos and work samples.

Educators are responsible for certain groups of children; each child has a unique code for programming purposes, e.g., A5. When educators plan an activity for individual children, they write it on the 'Observations' section of the program with the date of the original observation, the learning outcome code and the children's code written in red and circled. When children move to a new classroom or at the beginning of each year, parents are notified of their children's unique code and informed of where to find the weekly program, including the 'Observation' section.



Individual observations are posted to parents on the OWNA App every month. Parents are welcome to comment on these, ask questions and give feedback. Parents can also request to see their child's observations at any time, which are filed in the educator's observation folders with any other relevant information, including returned parent surveys, any additional developmental information or reports & plans from outside professionals such as speech therapists or occupational therapists.

Children are ultimately the drivers of their own learning, so we, as educators, follow children's interests as the fundamental basis of our programs and planned activities. Educators guide learning projects that stem from children's interests and vary in length and complexity based on children's engagement and focus.

Daily learning stories provide insight into learning experiences, spontaneous learning, and an account of particular daily events. Learning stories are often featured in individual children's portfolios or used as an observation from which a planned activity will be implemented. Learning stories are completed daily and displayed in classrooms with a collection of photos from the day; some linked to the learning story and others of various activities or events of the day. These are also posted on OWNA, which we use to connect with families online. Families will be notified once a story has been posted on OWNA, including their child.

Each child has a portfolio that provides various accounts of children's learning, including art, craft, work samples, learning stories, photo pages, anecdotes, drawings and writing. Educators use these samples to inform their planning and programming, and these portfolios are sent home with families at the end of each year as their Christmas gift. Portfolios are displayed in each classroom, and families are welcome to view their child's portfolio anytime they wish.

Families are encouraged to have active input into our programming. They are welcome to come and spend time at the centre at any time convenient for them to provide feedback on our programs, make suggestions for learning experiences or anything they would like to see incorporated into our program.

Parent surveys are sent out to parents annually, which include questions about the cultural background of families, languages spoken at home, any celebrations they get involved in, interests of children, activities occurring at home and any suggestions they may have of experiences they would like to see their child engaged in at our centre, and anyway they think we could improve our environment. The results from these surveys are collated and then used to inform our planning and programming, aiming for the best outcomes for children and valuing this important family input into our educational program.

Our centre's statement of philosophy is incorporated into educational programs consistently. The elements of the philosophy are carefully considered, act as a platform to guide educators' behaviour and involvement and are linked to learning experiences in each weekly program.

Parent/teacher interviews are held once a year, and families can come and discuss their child's progress and development with their child's teacher. Interviews can also be organised any time throughout the year by request from parents at a mutually convenient time if there is anything they would like to discuss with their child's teacher. Developmental reports are sent out at the end of each year with portfolios. These follow the principles of the Early Years Learning Framework and give an overall picture of the child's development against these fundamental learning outcomes.

Transitions between rooms

When children move from one room to another, we aim to make the transition as smooth as possible and allow them to feel safe, comfortable and supported in their new environment. To allow this to happen, we employ the following strategies:

- Nominating a primary educator for each child who will also be responsible for that child's individual planning and observations to ensure children form strong attachments.
- Ensuring that important information about children is passed on and shared with the new educators. This information might include likes and dislikes, interests and cultural traditions. Information may be shared by way of relevant documentation, informal conversations between educators and talking with parents.



- Allowing children to have opportunities to spend small amounts of time in the classroom they will be moving to before they move permanently. This gives children a chance to become familiar with the educators in their new room and helps them to feel a sense of belonging.
- Employing a buddy system when possible with children in the new room, preferably an older child who is settled and comfortable in that room, to help the younger child feel more comfortable and learn new routines and guidelines.

Transition to School

We believe that children are developing skills that will support them at school from a very young age, and each child works towards formal schooling differently. Through their interests, explorations, play and guidance from their educator, children develop essential skills which provide the foundations for school. In April each year, we also begin a School Readiness program which involves play-based activities in small group times covering various topics. A school readiness evening is usually held each year to help inform our parents, with information from our educators and teachers from a local school.

The centre also has built relationships with many local schools, and we receive information regarding events, enrolments, orientations and ready-for-school events. This information is usually displayed in the foyer for families as things come up each year. Transition to school statements are also completed each year for the children who will be going to school.

Peer Interactions

We encourage children to implement strategies that support their interactions with their peers. If another child is doing something that they don't like, they are encouraged to say "stop", explain the issue and work to resolve the issue. Staff are always available to support children through this process. We encourage your child to be assertive and to let the teacher know if they are upset or worried about anything. With younger children, staff monitor behaviour and work with individual children to promote positive interactions, including sharing and using words to communicate.

Behaviour Guidance

Our centre believes in focusing on encouragement and positive guidance rather than discipline. We try to recognise why a child behaves in a certain way and encourage acceptable behaviours. We explain in age-appropriate terms why certain behaviours are unacceptable, offer suggestions for future occurrences and provide children with choices and support where required. Children are regularly involved in recognising and setting standards for acceptable behaviours, and both children and adults consistently use these standards. Re-direction is used when children need to move away from an area or need time to calm down. Staff will support children through these situations.

When a child continues to behave inappropriately which is harmful or detrimental to other children or property, and other techniques have not been successful, the child may be removed from an activity or group for a short time until they can behave acceptably. Staff will communicate with families regarding behavioural concerns and work with families to develop consistent home and care environment strategies to support the child's social and emotional development. If families have any concerns regarding behaviour management, please speak to your child's room leader or the Nominated Supervisor.

Special Needs Program

Our centre has access to Early Intervention Services and Inclusion Support Services and works alongside speech pathologists, occupational therapists and medical practitioners. If you have concerns regarding your child's development, please speak to your child's teacher. We will also discuss with families any concerns we might have regarding their child. We believe that working collaboratively to support children provides the best possible environment for them to achieve their potential.



EARLY YEARS LEARNING FRAMEWORK CENTRE GOALS FOR LEARNING

Outcome 1 - Children Have a Strong Sense of Identity

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, interdependence, resilience and sense of agency.
- Children develop knowledgeable and confident self-identities.
- Children learn to interact with 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 well-being.
- Children take increasing responsibility for their 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 various skills and processes such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt their knowledge from one context to another.
- Children resource their learning through connecting with people, places, 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 various 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.

Source: Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.



MENU. MEALS AND DIETARY REQUIREMENTS

Menu

Our centre provides Breakfast, Morning tea, Lunch, Afternoon Tea and Late Snack. We have a four-week rotating menu, and our cook prepares all meals here on site. Menus are displayed in our foyer and on OWNA. Suggestions for our menu are always welcome. We use only quality ingredients and fresh vegetables with a minimal amount of processed foods. Both water and milk are served at various times throughout the day. We value developing sound eating and drinking habits for all babies and children.

OWNA displays a daily chart that lets families know what their child has eaten during the day.

Allergies and Special Diets

Many children at the centre suffer from various allergies and intolerances or have cultural or dietary requirements. If your child has a particular food intolerance or special dietary requirements, please include this on their enrolment information and discuss it with the Nominated Supervisor so that their food intake can be monitored according to the foods being served. The centre caters for specific dietary, allergy or religious requirements, and we try to ensure that substitute products are as close as possible to the menu. If something specific is required, we may request that families provide this if it is an item that will expire quickly, such as milk, and only a small amount is needed for the centre.

If your child has a medical condition, you must provide an Action Plan to the centre before starting care. These conditions include Asthma, Anaphylaxis, Severe allergy and Diabetes. The centre will then work with you to create a Risk Minimisation Plan for the centre so that we can work together to keep your child safe in the care environment. Changes to your child's dietary, allergy or medical requirements will need to be made in writing, and forms are available in the office to be completed and returned.



Appropriate Clothing

During the day, your child will participate in many different activities and must be dressed in appropriate clothing. Children must wear sensible footwear with closed toes (no heels or thongs) and suitable clothing for climbing, running and painting. Please do not send your child in their best clothes as we cannot guarantee their safety. We encourage children to follow sun safety procedures and have a 'no hat, play in the shade' policy. Please provide a change of clothes each day and a sunhat. Limited spares are available at the centre. However, children feel most relaxed and comfortable if their clothing is on their own and suits the weather. Please bring extra spare clothes if your child is toilet training.

Sun Safety

We are a 'Sun Safe Centre', and we are committed to ensuring all children are protected from the harmful effects of the sun by modelling and promoting sun-safe behaviour and ensuring age-appropriate sun safety education is provided to all children. Families are asked to apply sunscreen to their child before or on arrival with the centre sunscreen provided. Educators will ensure sunscreen is reapplied throughout the day before going outdoors. To ensure your child is adequately protected from the sun, you are required to provide a sun-safe hat for your child every day, dress your child in comfortable, sun-protective clothing (e.g., a top with sleeves), and offer a safe sunscreen for use by your child if they have known allergies to sunscreen.

Rest Time

All children are involved in sleep, rest or relaxation during the day at the centre. Children in our Nursery and Toddler rooms are required to sleep during afternoon rest time, or in the case of younger babies, during their routine times, unless specifically requested by parents. Children in our Pre-School room are offered the opportunity to sleep or participate in rest time followed by quiet activities.

All children are required to have a sheet set for their rest time. This is the size of a cot sheet, and we ask that a fitted and flat sheet be provided for the children's safety and comfort. Comfort items, small pillows and lightweight blankets are permitted if they are required for a child's comfort.

Toilet Training

We want to support you and your child through the toilet training process. Please discuss your toileting strategies with your child's teacher, and we will implement them as closely as possible. Please also ensure that you provide sufficient changes of clothes for your child to get through the day. This can, at times, be a challenging process; please remember that staff are here to help.

Dental Care

During your child's time at the centre, they will discuss oral health and hygiene and be encouraged to implement this daily. Eating a balanced diet helps keep their mouth and teeth and their body healthy. During the year, we also organise a visit from a local dentist to present information about dental health and incorporate information from this into our program to support daily practices.

Evacuation Procedures

An emergency evacuation plan is displayed at the exit of each classroom at the centre. The centre conducts regular emergency drills to ensure the children can be evacuated quickly and easily in a real emergency. If you are at the centre during an exercise, you are legally required to participate in this procedure.

Illness

We provide a healthy environment to help safeguard children and educators from infectious diseases and illnesses. Children in care are at higher risk of illness due to their close contact with a wide range of children, and often they have had minimal exposure to childhood illnesses.

We ask that you do not send your child to the centre if they are unwell. If your child is showing signs of illness or infectious disease whilst at the centre, we will contact you immediately, and your child will need to be collected from the centre. Staff can't give sick children the extra attention they need without adversely affecting the care given to other children at the centre. Please keep your child at home until they are well enough to participate in the program entirely. If your child requires antibiotics for any reason, they must have been on the medication for a minimum of 24 hours before returning to the centre. This means they are not allowed to attend the centre the following day. After these 24 hours, staff may administer antibiotics at the centre if required and after parents have completed a medication form.



The centre follows the guidelines set by the NSW Department of Health regarding infectious diseases. If your child is suspected of or has been confirmed to have an infectious disease, please notify the centre so that the appropriate arrangements can be made to ensure the safety and well-being of others in the centre. We will advise families of an infectious disease in the centre (whilst maintaining strict confidentiality) by email and placing a notice on the front entrance notice board detailing the situation. In the case of infectious diseases, a doctor's clearance letter will be required to state that your child is no longer contagious and is well enough to return to the centre.

Immunisation

When enrolling at the centre, families must provide an up-to-date 'Immunisation History Statement' with the child's enrolment information. A copy will be taken and kept in your child's records. Children who are not immunised must provide an objection letter or medical exemption from their doctor. Immunisation reminders will go out to families every two months. Updated immunisation records should be provided to the centre as soon as possible after immunisation updates are given.

Medication

Suppose your child requires medication whilst at the centre. In that case, you must complete the 'Medication Authorisation Form' detailing the name of the medication, the time and dosage to be given at the centre, how the medication is to be administered. Your signature confirms that you would like us to administer the medication to your child. All medication must be in its original container and prescription only or be accompanied by a doctor's letter. Over-the-counter medication will not be administered at the centre without a pharmacy label and a letter from the doctor.

Medication must be handed to a staff member who will store it in a locked storage cupboard or container and taken home in the afternoon. **No medication can remain in a child's bag while at the centre.**

Other Medical Conditions

If your child has an identified medical condition like asthma or anaphylaxis, an 'Action Plan' from your doctor needs to be developed and brought into the centre to keep on the premises. The action plan is to ensure the best practice for your child in the event they suffer from an event related to their condition whilst in our care. The centre will then work with you to create a Risk Minimisation Plan for the centre so that we can work together to keep your child safe in the care environment. Changes to your child's dietary, allergy or medical requirements will need to be made in writing, and forms are available in the foyer to be completed and returned to the office. These plans will be reviewed annually or as any changes are required.

If your child requires an Adrenaline Injector (EpiPen /Anapen) or Asthma Medication, these need to be provided by families to the centre. All medications must be clearly labelled with your child's name and handed to a teacher for safe storage.

Nut Free Zone

Due to a large number of children now suffering from allergies to nuts, our centre is a Nut-Free Zone. The centre is free from whole/pieces of nuts however some individual items may contain traces of nuts as this is unavoidable. Please ensure that no Nuts or nut products are brought into the centre. Please also ensure that no food is left in your child's bag.

Child-Related Accidents and Injuries

We are committed to ensuring a safe and healthy environment for all the children in our care. Any child-related incidents that may occur at the centre are recorded on an Incident, Injury, Trauma& Illness report. Upon collecting your child, you must sign the incident report form to indicate that you have been aware of the incident. Should your child receive a bump to the head or face at any time at the centre, you will be given a courtesy call to ensure you are aware of the incident. A copy of any report can be provided to you at your request.

Suppose you cannot be contacted and your child requires medical attention. In that case, we will take the necessary steps, such as contacting a person indicated on the enrolment form as an emergency contact. Please ensure you have provided us with your child's up-to-date and correct emergency contact details and that all contacts are available and reliable.



ENROLMENT & ATTENDANCE

Waitlist

Our waitlist is created in order of application. Families in the centre have priority for any positions that may become available, and any additional positions are offered to waitlist families. Our waitlist is updated regularly, and families are contacted to see if they still require care for their children.

Attendance Records

You must legally sign your child in and out each time they attend the centre. If your child is absent for any reason (including illness), you still need to pay for that day. There are no make-up days or swap days. If you need an extra day and there is availability, your child can attend additional days.

Absences from the Centre

Parents are requested to notify the centre if your child is sick or unable to attend the centre on their usual day/s of attendance. You will still be charged for absent days, and no 'make-up' days or 'swap' days will be given.

Public Holidays

Public holidays on your typical day of attendance must be paid for. 'Make-up' days or 'swap' days will not be provided as we cannot do this for all families in the centre.

Allowable Absences

Each financial year Family Assistance provides each child with 42 absences. These allowable absences cover days those children are enrolled but do not attend care for any reason, including illness, public holidays and family holidays and provide standard CCS payments for these days. Once a child's absences reach over 42 for the year, CCS is not payable for the absence days unless you provide a doctor's certificate or other substantiating evidence for the child. This means that these days are charged the full fee. Allowable absences reset to 42 from 1st July every year.

Changing Days of Attendance & Resignation from the Centre

You must give the centre four weeks' written notice if you want to change your child's attendance days. This includes lowering the number of days your child attends. If you are leaving the centre, four weeks' written notice is also required to ensure your bond is returned.

If you wish to change or increase your attendance days, you must put your name on the Waitlist until positions are available. Children who are currently attending the centre have priority for any available positions.

Collection of Children

We will only allow parents or persons stated in writing on the enrolment form to collect your child/ren from the centre. If you cannot collect your child from the centre, please notify us with the name of the person who will be collecting your child/ren. This person must be an authorised person on your child's enrolment form. Photo identification will be required for any person unknown to the centre educators.



ACCOUNTS & PAYMENT

Fee Information:

Fees are set by centre management and are based on the room in which children are enrolled. The cost for each room varies due to the staffing requirements for the different age groups.

Payments required to secure enrolment:

An Enrolment Fee per family is required to secure a position at the centre. This payment is non-refundable if your child does not commence care.

A **Bond** that acts as a security deposit is required on all positions at the centre and must be paid before a child begins care. The bond is two weeks full fees per child. This payment is non-refundable if your child does not commence care. Bonds are fully refundable on leaving with the required notice of 4 weeks and up-to-date payment of fees.

Fee Payment Procedure

Centre fees are paid two weeks in advance. Payments are to be paid through OWNA. Upon enrolment, you will fill out a direct debit form via the OWNA app. It is your responsibility to ensure sufficient funds are available in your nominated account so as not to be charged a late or dishonour fee.

Statements are issued fortnightly via the App.

Overdue fees:

Any overdue fees must be paid by the end of the billing fortnight, and a friendly reminder will be provided to families. If OWNA payments are unsuccessful, families can choose to make a once-off payment by another method to catch up on their payments. Failure to pay fees in the required time frames will jeopardise the child's position at the centre.

Recovery action may be sought in the case where fees are consistently not paid. A fee may also be charged to families to cover the cost of this service. Families struggling to pay fees can make an appointment to speak with the Nominated Supervisor/Approved Provider to reach an agreement regarding payment.

Late Fees

All children should be collected from the centre before 6.00pm. A Late Fee will be charged if your child has not been picked up from the centre by the close of operating hours at 6.00pm. Fees will start at a \$15 flat rate for the first 5 minutes, up to 15 minutes, and then \$2 per minute. This fee will be charged per child remaining at the centre.

If you think you will be late to pick your child/ren up, we ask that you phone the centre to notify staff. This saves them from trying to contact you and also makes staff aware so that they can communicate with your child about why you have not arrived. You will be asked to sign a late collection form at the centre after 6:30pm, which will be signed by staff and yourself and provided to management for processing.



Settling Your Child

Some children are relaxed about starting child care and enjoy it from the beginning. Other children may take longer to settle, especially if it is the first time they have been separated from their parents or have had little experience of spending time with other children. Don't be surprised if it takes some time for your child to settle; they are all different, and there is no one way to settle all children.

Orientation Visits

You are encouraged to bring your child in for an orientation session before commencing care. This enables your child to become familiar with the new surroundings and carers and gives you time to discuss your child's integration into the group.

Our experienced staff understands it is difficult for parents to leave their child for the first time; therefore, you are welcome to call several times during the day to check on your child's progress.

When it's time to leave

We encourage parents to spend just a few minutes dropping off and picking up in the afternoon. This helps to ease the transition for children and allows you as a parent to chat with staff and play with your child. However, we encourage parents to leave quickly and smoothly once they have given your child a goodbye kiss and cuddle. Rushing in and out or lingering too long can add to separation anxiety. It is also essential that you do say goodbye to your child, rather than quietly leaving while they are playing without them noticing. Although it may seem traumatic, your child will learn to trust that they can confidently enter an environment and find something to play with, knowing that they have noticed your departure and that you will return. Otherwise, they may be afraid to engage in play, fearful that mum or dad will suddenly disappear without the reassurance of their return. If you are worried about upsetting your child when leaving, plenty of staff are eager to cuddle your child and are very experienced in making your child feel special. It is a good idea to try and make sure your child's first few days are shorter to ease the transition; however, you are most welcome to phone as often as you like throughout the day to check on your child's progress.

Some children are perfectly happy from their first day at the centre and have second thoughts after a couple of weeks. This is not uncommon, and they will need some time to settle again. It usually takes about three weeks (sometimes longer for others) before your child feels comfortable at the centre. If your child seems unhappy, please discuss the situation with their room leader.

Things you can do to help the transition to care

- Say Goodbye and do not prolong the farewell
- Give your child a kiss and a hug before you leave
- Always let the staff know when you are leaving. This will signal the team to give your child extra support.
- Ensure your child is familiar with the childcare environment
- Encourage independence
- Teach basic self-help skills
- Encouraging your child to mix with other children by perhaps taking them to gym/music/playgroups
- Be involved in the centre's regular activities and events
- An extra pair of hands is always welcome if you have some spare time.
- Regularly check out all the notices on the notice board or emails.
- Read the Daily Program and Learning stories to see what your child has been involved in for that day so that you can talk about it with your child. This provides an opportunity for positive conversations about the care experience and shows an interest in your child's day.
- Be confident that your child is in skilful hands and will settle in their own time.
- If you have any concerns about how your child is settling, please come and speak to their teacher.

Supporting Home Languages

We believe it is essential to support your child to maintain their home language so they have a solid language base to build on. We also want to help all children to settle into the centre and feel comfortable in the new environment. If your child is most confident in a language other than English, please communicate this to the staff in your enrolment paperwork and family survey. We have resources to support your child and access to a Bi-cultural Support Program that provides support workers for a few hours each week at the start of your child's enrolment to help their transition.



ARRIVAL AND DEPARTURE

The centre requires that all children be dropped off and picked up from the centre by a responsible adult over 18. This could be a parent, guardian or authorised contact on your enrolment forms.

When arriving at the centre:

1. Sign your child into the centre on the iPad device in the foyer.
2. Take your child to their room and place their belongings into their allocated locker.
3. Hand labelled nappies and bottles to staff members in nursery and toddler rooms
4. Ensure your child has sunscreen on
5. Pass on any relevant information regarding your child, including any special requirements for the day, i.e. Medication
6. Ensure you let your child know that you are leaving and let them know who will be back to pick them up

When picking up your child:

1. Read the information about your child's day in the room. This includes the Daily Learning Story, Eat/Sleep Chart, Room Displays & Nappy Change/Toileting information (Nursery & Toddlers)
2. It is your responsibility to ensure you have collected the following items:
 - Bag
 - Jumper
 - Comfort items (including toys, dummies & wraps)
 - Hat
 - Shoes/socks
 - Bed sheets (on the last day of attendance for the week)
 - Show & Tell items or books (on your child's allocated Show & Tell or Share a Book day)
3. Take time, where possible, to let your child show you what they were involved in during the day.
4. Ensure that your child's teacher knows that you are taking your child for the day and encourage your child to say goodbye.
5. Check your parent information pocket in the hallway.
6. Sign your child out of the centre on the iPad device in the foyer.

Authorised Contacts

Any person collecting your child must be listed on your child's enrolment form. Staff will check the identification of any person whom they are not familiar with. Additional emergency contacts can be added to your child's file if required. Please ensure you notify the centre if someone other than you is collecting your child.



WHAT TO BRING TO THE CENTRE

Nursery

6 Weeks - 2 Years

- Bag
- Bottles
- Formula – tin or dispenser (cow's milk provided)
- Nappies – at least 6 per day
- Nappy cream - if required
- Hat – wide-brimmed
- Bed sheets – 1 fitted & 1 flat
- Comfort Items if required
- Spare clothes:
 - Pants/shorts
 - Top/t-shirt
 - Jumper
 - Singlets
 - Socks
 - Additional clothes and underwear if toilet training

Toddlers

2-3 Years

- Bag
- Nappies – at least 6 per day (if required)
- Nappy cream - if required
- Hat – wide-brimmed
- Bed sheets – 1 fitted & 1 flat
- Comfort Items if required
- Spare clothes:
 - Pants/shorts
 - Top/t-shirt
 - Jumper
 - Socks
 - Undies (if required)
 - Additional clothes, underwear & shoes if toilet training

Pre-School

3-5 Years

- Bag
- Hat – wide-brimmed
- Bed sheets – 1 fitted & 1 flat
- Comfort Items if required
- Spare clothes:
 - Pants/shorts
 - Top/t-shirt
 - Jumper
 - Undies & socks
- Show & Tell items or book – on your child's allocated day

