

Parent Handbook

Quality Area 6

Collaborative Partnership with Families

Welcome

Our Parent Handbook explains important information you will need to be aware of whilst your child is in attendance at our service. This is a snapshot of our policies that are relevant to families. In our reception area we hold a full copy of all policies and this is updated regularly as we review each policy. Please take the time to look at your leisure at our Policy Folder.

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.

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Service Philosophy

We know what matters – we are connected with and have an understanding of our children, families, community, environment, and each other. Combined this creates a strong foundation and provides us with a focus for our work. We know what matters, and this makes our place unique and is unable to be replicated elsewhere.

- GlenDhu Children’s Services is a unique education and care service, committed to attaining quality outcomes and maximising potentials for children, families, educators, and the community.
- The rights and best interest of the holistic child underpin our pedagogy. We advocate for and empower them to express their voice, personality, motivations, interest, strengths, and abilities. We maintain high expectations of each child and acknowledge that children are successful, competent, and capable learners with autonomy, agency, cultural and linguistic rights.
- We promote integrity, partnerships and powerful connections between children, families, educators, and community.
- We place an emphasis on developing children’s sense of identity, belonging and wellbeing in a safe, inclusive equitable and diverse environment.
- We trust children to exercise their independence and responsibilities, testing out their individual limits and capabilities and building their problem solving, self-regulation and resilience skills. Educators actively listen and respond to children’s needs, using dynamic intentional teaching practices and provocations that are deliberate, consistent, and purposeful.

Our people matter – and are the cornerstone of quality. A commitment to honouring their skills, providing growth opportunities, and capitalizing on their wisdom and knowledge at our place. Our collective commitment to remaining informed by existing and emerging research supports our everyday work and journeying towards transformative practices.

- Our dedicated responsive Educators foster and promote strong attitudes and dispositions for lifelong learning, supporting children to build solid foundations.
- Our Educators share the same vision for children, working collaboratively and sensitively with children to develop respectful, nurturing and trusting relationships that allow children to feel safe, secure, supported and acknowledged. Continuity of learning and transitions are paramount.

Learning never ends – through our ongoing commitment and growth both personally and collectively, supported by reflective thinking, a mind defined as curious and a belief that success is in part attributed to persistence when encountering an intellectual challenge.

- We promote learning in a social context, fostering a learning community that values the process of learning through collaborative play, discovery, child led inquiry and research
- Children are able to construct their own theories and understanding of the evolving world in which they live, with the space and time to engage, explore, consider, and revisit learning.
- Educators continuously reflect on their role in children’s learning and assessment, drawing on their own views and understandings of early childhood theory, research and practice to develop a cycle of ongoing learning. Educators ensure children’s learning is valued and made visible through meaningful documentation.
- Our Educators acknowledge the importance of professional development and ongoing learning opportunities. We engage in ongoing reflective practice that informs and enriches decision making about children’s learning, educator practice and pedagogy. We offer opportunities for leadership and mentorship within our service and the wider community and celebrate our collective achievements and successes.

We become who we are through others – and these relationships are defined as democratic and respectful. Our relationships weave us to aboriginal histories, the story of the land and environments we are located on, family cultures and individual stories and journeys. In working in this way, we commit to working and walking in solidarity with each other as we journey together into the future.

- We support parents and/ families in their role as the first and foremost influential caregivers and teachers, with the right to make decisions about their child. We develop and maintain respectful and genuine relationships with families and collaborate in shared decision making, in order to ensure that all children’s learning and experiences are progressive and meaningful.
- We are dedicated to developing cultural competence, acknowledging, and celebrating our connection to place and promoting a respectful understanding of the richness of cultures in our local community
- We incorporate Aboriginal perspectives throughout our program, working respectfully with the culture, language, stories, and truths of Australia’s First Peoples.

We honour Mother Nature as a source of life – she provides us with the oxygen we need to survive, and we give back to her through how we work. This honouring is done through a commitment to nature, cultivating a nature-based pedagogy and a growing consciousness of the impact we have on this life source.

- We provide opportunities for children to build meaningful connections unique to our community context, to ensure that they have opportunities to exercise their roles as active global citizens with shared responsibilities to their environment and community.
- We are conscious of our carbon footprint and continually support and adopt practices that minimise our effect on the environment. We model respect, care and appreciation for the natural environment and use evolving knowledge to cultivate our own nature pedagogy, which aims to strengthen our community's connection to nature.

Beauty is a right – and as such our children deserve a space of beauty, spaces which induce the human spirit with wonderment, and a space which challenges and stretches our physical and intellectual capacity. Beauty is a necessary companion for a child in their early childhood experience.

- We believe the environment is the third teacher. Children deserve indoor and outdoor environments and natural play spaces and materials, that are intentionally beautiful, authentic and interesting, which evoke curiosity, imagination, creativity, wonder and inspiration. Elements of appropriate challenge and risk-taking are interwoven in our environments, emphasising the important acquisition of life skills.

Our Story..

The service is established by the original owner/Director – Mel Reid. in 1993 and operated as “Glen Dhu Play Centre” providing a Play Centre and Playgroup program for children 3-5 years. In 2001, the centre was purchased by Mel Reid who continued to operate the centre under a Play Centre Format.

In February 2002, the centre was renamed “The Glen Dhu Child Care Centre” with the purpose of providing full-time care for children 2-7 years.

In January 2008, we expanded our centre to include a new room to accommodate children under 12 months old, and a new name change saw the centre being called “Glen Dhu Children’s Services”. A grand opening was held in 2009.

In January 2014, we embraced the new National Quality Framework ratio regulations and employed a highly qualified Early Childhood Teacher, and re-established our Early Learning Program for children 3-5. This program focuses on providing children with the knowledge and skills to support an ease their transition to the next stage of their learning, Kindergarten.

In 2016, our service was assessed by the national assessment and rating system, and we are very proud to announce that we were assessed at the highest level of “Exceeding National Quality Standards”. This rating gives us a 3-year license as an Educational and Care Service. A fantastic effort by my amazing team of educators.

In December 2023 the service was again assessed under the 7 quality areas and again received EXCEEDING rating for all 7 areas and elements.

In April 2023 the service was sold to Charlton Street Child Care Investments and is continuing to run as its current situation.

Our Community

The Service is run by the (nominated Supervisor)

Licensee/Owner/Director – Chris Symmons

Manager – Mel Reid-Prewer

Director – Kat Green

Assistant Manager - & Melissa Vanderzwan (Educational Leader)

Each room has a Team Leader who is responsible for the curriculum and general leadership of the room and Educators.

Our Educational Leader is an experienced educator whom is appointed to lead the development and implementation of the educational curriculum. They have a thorough understanding of the Early Years Learning Framework and has many years of experience working in the early childhood sector. They are able to guide and support our educators in their planning and reflection, as well as mentor colleagues in their implementation of pedagogical practices.

Our Educators are carefully selected for their qualifications, skills, experience and their genuine commitment to providing the highest possible quality of education and care for children at our service. Educators show a commitment to high quality early childhood education and care which values and supports the principals of the Australian Early Childhood Code of Ethics.

We offer Traineeships as we believe that it is important to offer the early childhood sector, a training environment of high standards and quality practices under the supervision of experienced leaders and educators. We offer 2-3 traineeships per year for suitable applicants, who share our core values and principles.

Our Families are welcomed in the service assisting in a parent/family help role, to work with their children, supporting our curriculum, as well as sharing their knowledge, skills and experience with us.

Our service is licensed for 40 children and caters for ages 6 weeks to 5 years.

We are open from 7.30am to 5.30pm Monday to Friday, (52 weeks of the year) and closed on TAS public holidays.

Notice will be given in our newsletters/Website when these days occur.

We offer 3 Open Planned Play Environments..

0-16-18 months old– our BlueGums room – This room offers 6 places and uses an educator to child ratio of 1:4

16 mon– 3 years – our Banksia room –This room offers 14 places and uses an educator to child average ratio of 1:5

3-5 year old room – our Waratah Room – This room is our pre school environment which offers quality learning programs under the guidance of our early childhood teacher for up to 20 children using an Educator to Child ratio of 1:10

Contact Information

Phone: 0363444628 Email: glendhucs@gmail.com Website: www.glendhuchildcare.com.au

Regulatory Authorities National Quality Framework

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

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory.

To contact our Regulatory Authority, please refer to the contact details below:

TASMANIA

Department of Education, Education and Care Unit - GPO Box 169 HOBART, TAS, 7001

Website: www.education.tas.gov.au E: ecu.comment@education.tas.gov.au Ph: 1300 135 513

Our Commitment to Child Safety

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

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

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

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns. Mel Reid 0363444628 glendhucs@gmail.com

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Code of Conduct

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

Approved Provider-Nominated Supervisor

Responsible Person/Person's in day-to-day charge of service

 Mel Centre Manager	 Melissa Educational Leader Assistant Manager	 Emma Mon, Tue Thu, Fri	 Jade Mon, Wed, Thur	 Louise Mon, Tue, Wed, Fri	 Steph Mon, Wed, Thu	 Georgia Mon, Tue, Wed, Thur	 Amanda Business Manager	 Michelle Sustainability Leader Tue, Wed, Thu, Fri
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Our Educators..

 Cheryle Mon, Tue Wed, Fri	 Bishnu Wed & Fri	 Barsha Tues, Wed, Thu,, Fri	 Jules Mon, Tue, Fri	 Luke Thur, Fri	 Rohani Mon–Fri	 Ruby Mon-Fri	 Sophia Mon, Tue, Wed, Thu
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Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children’s participation and is welcoming, culturally safe and inclusive for all children and their families.

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

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

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

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

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

Fee Policy and relevant information

Our Service aims to ensure families understand the fee schedule and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately. Our Service ensures the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.



We do try our best to absorb the many price increases and costs that our industry is faced with, to ensure that our fees remain at an affordable level for our families. However, on occasion we do need to pass some of these additional costs on to our families to ensure that we can continue to provide you with the same high quality service that you are receiving now.

As you are aware we are one of only a small handful of Long Day Care Service's in the north of the State that has obtained an Exceeding rating in all 7 Quality Areas of the National Quality Standards. Our Philosophy and Practices have enabled us to be one of the highest rating services for the past 7 years, through the National Assessment and Rating process in Tasmania.

Our current fee structure has allowed us to implement and continue with the following programs; led by our highly qualified and experienced Education Team:

- Continue our Preschool Program that commenced in July 2017, supported by our Early Childhood Specialised Teacher.
- Our award winning Sustainable Education Program.
- Creative Art Incursions & physical education incursions
- An Outdoor Program facilitated by our Early Childhood Educators who have a specialised interest in these areas to support children's holistic wellbeing.
- Higher than regulatory requirements: Adult to child ratio in our rooms
- Experienced Educational Leader who all children from birth to five years have access to through our highly rated curriculum, focusing on children's emerging interests and their individual development needs.

We believe children deserve educators who are passionate about building relationships, collaborating with families and providing high quality learning programs for all children. We are very proud to have a team of Educators who have this dedication and passion for working in our service, with your children.

OUR FEE STRUCTURE INCLUDES:

Enrolment Fee and Weekly Admin levy

- An annual family enrolment/Booking fee of \$110 is charged upon confirmation of enrolment. This fee must be paid prior to commencement at the Service.
- A weekly family Admin Levy of \$4.10

General Fees

- Fees are charged for each session of care per child in care and the family's eligibility for Child Care Subsidy (CCS).
- CCS is paid directly to the Service and this is used as a fee reduction (visible on a family's statement).
- Families are required to pay the difference between the fee charged and the subsidy amount- the 'gap' amount
- Fees must be kept in advance of a child's attendance.
- A dated receipt will be provided for each payment [via email]
- Fees are to be paid weekly or fortnightly through a direct debit system. it is a requirement that the family pay in advance and are not in arrears.
- Fees are payable in advance for every session that a child is enrolled at the Service. This includes pupil free days, sick days, and family holidays but excludes periods when the Service is closed. The Service may be directed to close due to periods of local emergency such as bushfire or flood or a pandemic.
- If a session of care falls on a public holiday, families are required to pay a discounted fee. CCS may be paid for sessions that fall on public holidays.
- Fees are charged for full sessions only (regardless of the actual attendance hours any day).
- Casual days may be offered to families if available within the Service's license.

- Our fee statements are processed weekly and emailed.
- Fees are payable for the current care week & 1 (one) week in advance (two if fortnightly is organized).
- We use a Direct Debt system facilitated through DEBT SUCCESS system. Upon enrolment families will be provided with the forms & a Q & A sheet.
- *GLEN DHU Children's Services* will pay the Initial setup fee per family upon enrollment.
- The weekly transaction fee where payment is made from your nominated bank account will be included in our Weekly Administration Levy
- Where the payment is nominated to be paid by credit card, *GLEN DHU Children's Services* will pay the setup fee but cannot absorb the additional 1.8% per transaction fee. If choosing to pay by credit card please take this into account

Child Care Subsidy

A family subsidy (**Child Care Subsidy**) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. The assistance may be claimed at a reduced Service fee or at the end of the financial year.

For further details please speak to our Nominated Supervisor or contact FAO on 13 6150.

Absence

- Families are requested to contact the Service if their child is unable to attend a particular session
- Families must still pay the 'gap' fee to the Service if their child is unable to attend
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances. (See Child Care Subsidy Handbook)
- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by the Service for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#).
- In a period of local emergency, such as bushfire or pandemic, and our Service is temporarily shut down on public health advice, families *may* be provided with additional absence days as per Family Assistance Law legislation.
- If our Service is forced to close as a result of a public health directive, due to COVID-19, we will waive gap fees (effective until 31 December 2021)



Absence Fee:

We will allow up to 7 days in a financial year at a discounted rate off for any absence given that:

1. 14 Days notice in writing could be family holiday, parent rdo or custody arrangements
2. Sickness with a medical certificate – must be provided within 3 days of the absence
3. Or any other notice/absence that management deems reasonable
4. After the 7 days are used up FULL Fees will still apply.
5. These days will count towards Allowable absences not Approved
6. Public Holidays & centre closure days are not counted in this 7 days

Late Fees

- Whenever possible the parent/guardian should ring the service to advise they will be late to collect their child.
- Whilst the service is still open, a parent/guardian is regarded as being late when they arrive to collect their child five minutes after the negotiated collection time. Or 5 minutes after closing time 6.15pm
Parents/guardians may be requested to pay a late collection fee even though the building is still open.
- An initial late collection fee of \$15 will be charged to parents/guardians for each child not collected from the service by closing time & a \$2 per minute fee per child. If regular it will be \$5 per minute per child & \$30 fee -
The fee charged for late collections is determined by:
- The service's need to recoup expenses incurred in employee overtime wages.
- Special circumstances i.e. traffic accident or vehicle breakdown, will be given consideration in relation to the administration of late collection fees.
- When a parent/guardian is continually and regularly late arriving at the service to collect their child, the nominated supervisor/coordinator will discuss other child care options with the family.

Change of Fees

- Fees are subject to change at any time provided a minimum of four weeks written notice is given to all families.
- CCS hourly rate caps may be increased by the CPI at the commencement of each financial year, Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

Termination of Enrolment

- Parents are to provide two weeks written notice of their intention to withdraw a child from the centre.
- If termination from the Service is required without notification, families may lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged.
- In some circumstances CCS may not be paid for sessions if the child has not physically started care.
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law.

Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

Permanent and Casual Bookings

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next
- must remain unchanged for a minimum of 3 weeks
- are chargeable regardless of attendance (unless you have provided the adequate notice.)

Casual bookings are one off bookings that:

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

can be cancelled at no cost, provided 24-hour notice via email is given.

Service Policies and Procedures

You will find a copy of our families policies and procedures in reception area.. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and are abiding by the National Law and Regulations.

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 strive for quality improvement.

Our Curriculum:

"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)

Together in collaboration with families, educators will develop individual goals for children that focus on their strengths, interests and emerging needs. These goals will form part of their individual education programs that are included in our Curriculum.

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

The Early Years Learning Framework (EYLF) is Australia's first national Framework for early childhood educators. The purpose of the EYLF is to extend and enrich children's learning from birth to five years, and through the transition to school. The Framework forms the foundation for ensuring that children in all early childhood education and care

setting experience quality teaching and learning, through a specific emphasis on play-based learning and recognises the importance of communication and language, as well as social and emotional development. The Framework has been designed for use by early childhood educators and teachers working collaboratively with families, who we acknowledge and recognise as children's first and most influential teachers.

A vision for children's learning.

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. AS children participate in everyday life, they develop interests and construct their own identifies and understandings of their world.

Belonging acknowledges children's independence with others and the basis of relationships in defining identifies.

Being recognises the significance of the here and now in children's lives.

Becoming reflects the process of rapid and significant change that occurs in the early years as young children learn and grow.

Principles, Practices and Learning Outcomes.

The Framework puts children's learning at the core and comprises three inter-related elements: Principles, Practices and Learning Outcomes, in which all three elements are fundamental to early childhood pedagogy and curriculum decision making.

The Framework reflects contemporary theories and research evidence concerning children's leaning and early childhood pedagogy through the following five **Principles**:

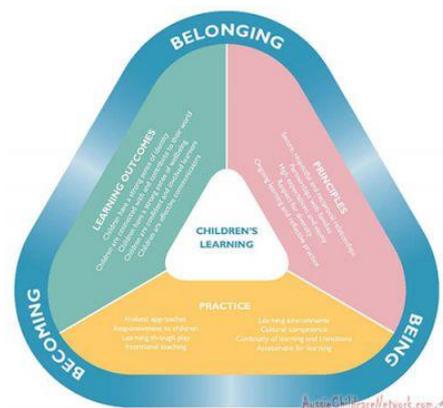
- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

The principles of early childhood pedagogy underpin our practices, and educators draw on a rich repertoire of **Pedagogical Practices** to promote children's learning by:

- Adopting holistic approaches
- Being responsive to children
- Planning and implementing learning through play
- Practicing intentional teaching
- Creating physical and social learning environments that have a positive impact on children's learning
- Valuing the culture and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transitions
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.

The Framework conveys the highest expectations for all children's learning from birth to five years, and communicates these expectations through the following five **Learning Outcomes**:

- 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



Children's Learning Record

Every child will have a personal, folio comprising of;

- Goals from families and Educators
- Documentation showing your child's participation in individual and group experiences
- Objectives for further development
- Work samples

The individual child's learning portfolio is maintained and used as a direct tool for reflection 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 learning Journal at the end of the year or as they finish at the Service.

The learning journal will be used in parent/educator meetings throughout the year and is always available for you to view at your convenience.

Parent Participation:

The service has an *Open Door Policy* and actively seeks and encourages families to be as 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.

We pride ourselves on strong collaborative 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.

We have an open face book page for families and community where we share our activities and highlights and articles of interest relevant to our families and our local community. We encourage families if they use this social media to like our page to keep updated. <https://www.facebook.com/glendhuchildcare/>

Please feel free to ask us any questions or if you 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, is available for families to consult and implement at any time. Copies of our policies are available in the parent library.



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 Home Culture:

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

Reading (especially good for grandparents)

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



Suggestions

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

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, this is located in our reception area.

Community Information

We have a community board/display area at the entry to our Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis. Our website/Newsletter contains relevant community information, supporting local business

Our staff can also provide information for families about a range of topics including early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family centres; health clinics. Our website www.glendhuchildreancesservices.com.au has regularly updated information in the parent section

Special Events/Celebrations

Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices, which are different to their own. To ensure we are providing an inclusive program and environment, it is imperative to recognise the array of celebrations, both religious and worldly, that take place throughout the year in our community and to have an understanding of, and respect for, cultural diversity in our services.

We recognise the different traditions, rituals and special events that occur within families and communities and their importance in developing a culture of celebration, respect, partnerships, identity and belonging. We understand that particular celebrations have deeper relevance for a service, depending on the culture and beliefs of the families, wider community or place. We seek to determine what is significant within our context, so we can explore and come to understand and celebrate in deep, meaningful ways. We provide an inclusive program and environment, where children have opportunities to ask questions and learn about diverse values and beliefs. Celebrations are explored

mindfully and sensitively, ensuring that learning about the world, human practices and connection is supported and traditions can be carried on or adopted in positive ways.

Birthdays, Christmas, Easter, Mother's Day, Father's Day are the core celebrations of our service, based on continued community engagement within our service and common culture of families who attend.

We gather information from our families and Educators via enrolment forms, All About Me sheets and ongoing conversations to find out what other celebrations they engage with. We then work in partnership to explore how we can acknowledge, learn and celebrate together. We listen and respond to questions from children, and explore interests surrounding diversity as they arise. Holidays/travel opportunities are acknowledged and celebrated within our service, and we look for ways to explore different countries/places that children visit and the culture, beliefs and practices that are supported there.

Fundamentally, we advocate for equality, social justice, freedom and rights of individuals. We believe citizens of the world can acknowledge, learn about and practice respect for others and their ways of being, with the intention of living within a peaceful, compassionate and harmonious environment.

Sustainable Practices:

Glen Dhu's environmental education promotes the responsible use and management of the planet's resources to ensure that they remain available and uncompromised for the future generations to use and enjoy. We recognise young children as global citizens with rights to shape and create impact upon their communities.



In 2017 Our service started an Action research Project to discover how we could be more sustainable in our practices in the service & with our children. We have a Sustainability Co coordinator in our service to assist us to embed our vision for creating a more sustainable service that is recognised throughout the community.

At Glen Dhu we believe it is important for children to connect with and contribute to their world through the lens of sustainability.

We take an active and ongoing role in educating children to appreciate, nurture and protect their environment, communities and futures.

Practicing sustainability empowers children to construct knowledge, explore values and develop an appreciation of the environment and its relationships to their worlds. This lays the foundations for an environmentally responsible adulthood." ACECQA - Sustainability in Education and Care.

We are an accredited Green Steps Service after being awarded this in 2020

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, 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.



Communication with Families:

The Education and Care Service understands the primary influence that families have in their children's lives, and that effective relationships between educators and families are fundamental to the quality education and care that children receive. *'Effective collaboration with families regarding the education and care their child receives occurs when constructive strategies for ongoing two way communication are established by the service.'* (QA 6 Collaborative partnerships with families and communities) Families can provide invaluable information about children's interests, strengths, and abilities, that assists educators to meet their needs.

- ❖ Educators will ensure that enrolment and orientation strategies/procedures are individualised and tailored for all families' needs while acknowledging their individual child rearing practices, family structure, socio-economic background, values and attitudes
- ❖ Information is exchanged with families at arrival and departure times on a daily basis.

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 to your work | ✓ Emails |
| ✓ Face to face | ✓ Daily reports which are emailed | ✓ Letters |
| ✓ Formal meetings | ✓ Owna App | ✓ Google drive |

- ❖ Families will be provided with regular opportunities to contribute to curriculum decision making and provide feedback about the experiences planned for their child.
- ❖ Families are encouraged to speak with educators regarding any aspect of the care of their child at any time. This may be spontaneous, by telephone or by appointment. Educators will respond to families' questions, concerns and suggestions in a prompt and courteous manner. Educators will not discuss information of a confidential nature regarding any other child or family within the service.
- ❖ Families will be informed promptly and sensitively of any incidents affecting their child.
- ❖ Where a family's request for their child is not able to be implemented within the education and care setting due to safety and health or ethical concerns, the reasons for this will be carefully explained to the family, and an agreed outcome will be negotiated.
- ❖ The service provides information of a general nature to families and interested people through the service's website. Information such as location, learning environment, operational hours, enrolment procedures, types of learning experiences offered, etc. is available on the website.
- ❖ Families may also be contacted by email, letter or phone to communicate information about the service or seek feedback from the family.
- ❖ A white board is used daily to document sleep times, bottle feeds & other notes in all rooms. There is also a nappy/toileting book where staff record all nappy/toileting times for the day.

Enrolment & Orientation:

The Education and Care Service ensures that the attendance of all children enrolled in the service is accurately recorded in accordance with regulatory and government guidelines. Families are required to personally deliver and collect their children, or arrange with the service for an **authorized person** to do so. Enrolments will be subject to Commonwealth Government priority of access guidelines. Other members of the community, professionals and students will be provided access to the centre where it enhances the quality of the program, protects the welfare and rights of children and staff and provides training and experience to members of the children's services field. We aim to provide an inclusive enrolment process that does not discriminate against families, & to ensure the safety and care of children at the centre, and will protect the custodial rights of parents &/or guardians. The service will ensure the protection of children not collected by closing time.

- ❖ On arrival at the service families/children must report directly to an Educator to signal their arrival at the service. Young children must be handed directly to an Educator.
- ❖ We use a digital platform to sign children in and out; this must be done by an authorised person from the family. We use Qkikids Kiosk; this is set up in the reception area and also in each room for your convenience.
- ❖ Any medications/Creams/sprays etc. must be given directly to the Educator who will check the family has completed an **Authority to Administer Form** and then store the medication in the appropriate place.
- ❖ Educators and families or children may need to exchange information at this time in preparation for arriving at or departing from the service. If this exchange of information involves discussions about private or personal details, the discussion will take place in a private area in accordance with the service's Confidentiality/Privacy policy.
- ❖ The custodial (enrolling) parent/guardian or authorised person who brings the child to the service or collects the child from the service must record and sign/initial the child's times of arrival and departure.
- ❖ If a child does not attend for any reason the service will enter the type of absence on the attendance record or allowable absence record and the parent must verify the absence by checking the weekly statements for absence codes & also on line www.centerlink.gov.au or www.familyassist.gov.au and providing the necessary documentation if for allowable absence within 3 days. (to receive the absence discount code on fees)(*Child Care Licensing Guidelines 5.5*)
- ❖ The names and contact numbers of all persons authorised Adult (over 18 years) to collect children from the Centre must be included on the **enrolment form**. Any changes to these authorities must be advised in writing to the centre by the custodial parent as soon as possible.
- ❖ If the custodial parent arranges for an authorised person to collect their child from the Centre, they must contact the Service in writing (text, fax, email) to advise of this arrangement and confirm who will collect the child.
- ❖ If the service has not been notified and someone other than the enrolling parent/guardian arrives to collect the child the nominated supervisor/educator will contact the enrolling parent/guardian to obtain their authorisation which will be in writing wherever possible. The child will not be released until the enrolling parent/guardian's authorisation has been obtained. If the authorised person is not known to the service, the enrolling parent/guardian will be asked to provide a description of the person concerned, who will also be required to provide proof of their identity.
- ❖ Other reasons a child may leave the premises is if the child requires medical, hospital or ambulance care or treatment
- Is taken on an excursion by the service and relevant permission forms are completed. Or

- Because of another emergency deemed by the family or service. (documentation required)

Authorisations

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

Photographs, social media, promotion

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

Connecting to our community

Excursions/Incursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion/Incursion or regular outing in our community, we will complete comprehensive benefit-risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing.

Preparing your child for attending our early learning environment..

The enrolment process is open and equitable. Enrolments will be subject to Australian Government priority of access guidelines. In the interests of children's welfare and protection, access to children referred to the service by appropriate agencies will be accommodated wherever possible, whilst still ensuring the safety and care of every child at the service.

Families will be carefully oriented to the service before their children attend. The orientation process is a time for educators to share information with families about how the service operates and how the child is settling within the service. It is also a time for families to share information about the child and their expectations of the service.

Orientation –

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 twice before they start the day with us. This gives you and your child the opportunity to build respectful and collaborative relationships and 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.

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 gains trust from the child, not only in you but with the Educator who is reassuring your child about their day and when you will return. We feel that the initial separation process is very important in developing positive relationships with children and educators, if a child becomes continually distressed we will contact the family to work out a mutual plan.

Healthy eating and nutrition policy

We are very proud to be an Accredited Move Well Eat Well Service & follow these guidelines.

Each day you will need to provide:

A clearly named lunch box & Drink Bottle with WATER in it..



We also do not re heat, cook or prepare any foods for lunches

If you would like your child to have a hot lunch we suggest the use of a pre-prepared thermos to keep the contents warm until lunch time

Parents are required to provide their child's meals for the day, in a clearly labelled lunch box/container. The items requiring refrigeration will be named, dated and put in refrigerator at beginning of day.

- ❖ Families are asked to provide only water in children's drink bottle and when the need to re fill, staff will only use water. Families may provide an additional drink of milk (non flavoured). Children have free access to their drink bottles, all individually named.
- ❖ Children over 12 months will be provided with tap water if their water bottles need re filling. Families are welcome to supply their own if tap water is not their preference.
- ❖ Cooled boiled water will be offered to babies under six months who are not exclusively breastfed and to all infants from 6-12 months.
- ❖ All families are asked to provide healthy 'everyday' food choices, including a selection of fruit & vegetables in their child's lunch boxes each day.
- ❖ All families are asked to provide a wide variety of age-appropriate food from the five core food groups every day. The five food groups are referred to as 'everyday' food and they include bread and cereals, vegetables, fruit, dairy food (milk, yoghurt, cheese), meat and meat alternative (eggs, baked beans, lentils) Water is recommended as the main drink and should be available at all times. In addition, age appropriate plain milk may be offered.
- ❖ Encouraging children to enjoy a wide range of 'everyday' foods is essential for active growth and development and is important in establishing healthy eating habits that will have a lifelong influence.
- ❖ We ask that 'sometimes' food and drinks are not included in lunchboxes and we have strategies in place to discourage this.
- ❖ On each occasion where food is provided by our service (such as special morning teas, during cooking experiences, etc.) fruit and/or vegetables are offered.
- ❖ 'Sometimes' foods are not included in any snacks or meals provided by our service.

Children normally eat more food whilst in care then at home, so parents are encouraged to supply more food choices. If educators feel that children are not receiving enough food for the day they will discuss it with the parents to find an alternative

- ❖ Children will be assisted where required but will be encouraged to be independent and to help themselves wherever appropriate.
- ❖ Educators will encourage families to provide snacks/meals that are appetising and provide variety in colour, texture and taste.
- ❖ Children are encouraged to try new and different fruit and vegetables, including a range of colours, textures, flavours and aromas.
- ❖ Water is provided with each meal and snack for children one year and over.
- ❖ Water will always be readily available and will be regularly offered to children, both indoors and outdoors.
- ❖ Snack and meal times are offered regularly, individual needs will be accommodated and children who are still hungry will be offered small nutritionally appropriate snacks.
- ❖ Children will not be required to eat food they do not like, and there is plenty of time for children to eat as much food as they choose without feeling rushed.
- ❖ The provision or denial of food will never be used as a form of punishment, reward or incentive.
- ❖ The importance of good healthy food, and hygienic and safe food handling and storage practices will be discussed with children as part of their daily program.
- ❖ All children and educators/staff will wash their hands prior to preparing, serving or eating food.
- ❖ Children need a balanced diet. This can be provided by using the recommended intakes for an eight hour day children from the *Healthy Eating Food Plate*.



Our policy reflects the need to support breastfeeding, & or formula/bottle feeding strategies.

Below is a guide only- recommended from the Australian 'Eat for Health' Government website.

The dietary patterns in the table below provide the nutrients and energy needed for all children of average height with sedentary to moderate activity levels.

Additional serves of the Five Food Groups or unsaturated spreads and oils or discretionary choices are needed only by children and adolescents who are taller, more active or in the higher end of a particular age band, to meet additional energy requirements.

Recommended average daily number of serves from each of the five food groups*						Additional serves for more active, taller or older children and adolescents
	Vegetable & legumes/beans	Fruit	Grain (cereal) foods, mostly wholegrain	Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans	Milk, yoghurt, cheese and/or alternatives (mostly reduced fat)	Approx. number of additional serves from the five food groups or discretionary choices
Banksia Room						
1-2	2-3	½	4	1	1-1½	
Waratah Room						
2-3	2 ½	1	4	1	1 ½	0-1
4-8	4 ½	1 ½	4	1 ½	2	0-2 ½

BlueGums	Texture	Foods to offer
6 months (approx)	Pureed or sieved	Baby cereal, fruits, vegetables, avoid sugar, salt or fat
6-9 months	Minced, mashed or grated	Meat or meat alternatives, fruit, veg or cereals, introduce finger foods
9-12 months	Meat minced, other foods chopped or mashed & finger foods	Wide variety of fruits, veg, cereals or meats slowly introduce full cream milk foods. 1 serve of fruit & 1 serve of Vegetable of approx 20g is recommended
12-onwards	bite sized pieces	Encourage a wide variety of foods, offer new foods frequently,

Age	Allowable Fluids
Birth – 12 mth	*Breast milk & Infant formula & / or * Boiled Water
1-2 year olds	*Breast milk/formula *Full Cream Milk * Tap Water
2-3 yr olds	*Milk/Reduced fat milk * Tap Water
3 & over	* Tap Water *Milk/Reduced fat Milk

❖ Whilst in care it is **recommended** that children have 50% of their daily dietary intake of foods. The following serves are a guide only as to what parents SHOULD be providing in their child's lunch box each day for a FULL Day booking

- 1 serves of milk products
- 2 serves of bread/cereal
- 1 serve of fruit
- 1-2 serves of vegetables
- 1 serve of meat or meat substitute.
- 1 serve of suitable snack.

Parents are discouraged from supplying children with:

1. 'Sometimes' foods - Foods too high in fat, sugar and or salt. I.e. Chips, chocolates, lollies, cream cakes, rollups, donuts, chocolate biscuits, sausage rolls, pies, fast foods (McDonalds, pizza, KFC etc) sticky fruit bars, soft drinks, etc.
2. Foods that are hard to digest and are considered a choking hazard for children under 3 years: corn chips, boiled lollies, popcorn, seeds.
3. Also food that have recommendations from the manufacture that state are not acceptable for children under 3 or pose as a choking hazard, such as tiny teddies, diced cheese (pre packed)

We would like to remind parents that we are a **NUT FREE CENTRE**



This means that we DO NOT ALLOW children to bring in Nuts or Nut products (including foods containing nuts such as almond muesli bars in their lunchboxes.

- ❖ Children’s lunchboxes will be checked daily to monitor the foods provided by parents. Foods that are listed above will be removed by staff, labelled and sent back home. If they continue to ‘appear’ Educators will discuss this with the parents and remind them about our policy and another copy will be provided for their information along with some alternative suggestions.
- ❖ In the event of a “celebration” or special occasion i.e. birthdays. Parents may provide a cake or individual cupcakes to share with everyone. We ask that healthy ‘everyday’ recipes are considered that are low in sugar and fat, and preferably have a fruit or vegetable content such as banana, carrot, or apple cake. Muffins/cupcakes are a good way of keeping portions low. The centre can provide some suitable recipes if required. The centre has a supply of candles. – All ingredients are to be listed and supplied to educators upon presentation of the cake/muffins,.

Feeding babies

- ❖ Our centre is guided by and acknowledges recommendations from the NHMRC *Infant Feeding Guidelines (2012)*.
- ❖ The service and its staff have a welcoming attitude towards breastfeeding, and display and provide information which shows this support.
- ❖ We recognize that returning to work is often seen by mothers as a barrier to breastfeeding and this often coincides with the commencement of child care. Early childhood education and care services therefore play an important role in supporting the continuation of breastfeeding during the first six months and beyond.
- ❖ The service will discuss choices regarding breast and bottle feeding with families, and will support families who choose to breastfeed their child while they are at the service by providing a comfortable and private place for breastfeeding and/or expressing.
- ❖ Glen Dhu has relevant safe-handling practices in place for breast milk labelling, storage, and use, for families who wish to leave expressed feeds at the service for their baby.
- ❖ Babies are always fed individually by educators.
- ❖ Educators will document bottle feed amounts to monitor fluid input/output; especially when the weather is warm and young children are at risk of dehydration. Educators will record the information in a daily diary for each child and then verbalise the information to parents on arrival.
- ❖ Introducing food and/or solids to babies and toddlers will be done in consultation with families, and in line with recognised nutritional guidelines.
- ❖ Careful consideration will be given to reducing the risk of choking when choosing foods for young children.
- ❖ Infants in the Cubs Room only are able to bring in meals to be warmed up by Educators- They will be heated to a temperature of steaming - and then left to cool down. Any uneaten reheated foods will be discarded after consumption. We take no responsibility for the contents, storage or consumption.
- ❖ Educators will accurately document amount of reheated food consumed for families’ information prior to being discarded. (Tasmanian Food Act)
- ❖ Food to be reheated must be supplied in an appropriate microwaveable container, clearly named and thawed appropriately.
- ❖ Families will be consulted about their child’s individual needs and likes and dislikes in relation to food and any culturally appropriate food needs.
- ❖ Families will be encouraged to share aspects of their family life and culture in relation to mealtimes.
- ❖ Children will be encouraged to try new food but will never be forced to eat. Their food likes and dislikes and the family’s religious and cultural beliefs or family lifestyle i.e. vegetarianism will always be respected. The service will discuss with families which mealtime practices that can be accommodated within the service and those which cannot due to health or hygiene concerns.
- ❖ Medical confirmation of a child’s allergies will be required. Refer also to the service’s Anaphylaxis Policy, and Medications and Medical Conditions Policy.
- ❖ Parents/guardians of infants and toddlers will be advised of their child’s food intake each day. Parents/guardians of older children will be advised as appropriate.
- ❖ Information on nutrition, age appropriate diet, food handling and storage will be displayed at the service and provided to parents/guardians.
- ❖ Where families provide for the nutritional requirements of their child, they will be encouraged to follow current recommendations from recognised authorities. The service will provide information for families on recommended nutritional intake for their child.
- ❖ Information is available to families in regard to nutrition, age appropriate diet, healthy eating habits & other relevant materials, through pamphlets, newsletters, displays at the centre & can also be offered in other languages.

Dental health

- ❖ The service liaises with families to establish dental health practices that are workable at home and at the service.

- ❖ The service systematically incorporates information on dental health practices into the children's program, including tooth brushing, 'tooth friendly' snacks, and going to the dentist.
- ❖ Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack.
- ❖ Information on dental care principles and practices will be displayed in the reception area and drawn to the attention of all families on a regular basis.
- ❖ The service will provide information to families on dental health principles relating to different age groups of children, as recommended by recognised health and dental health authorities. Wherever possible this information will be provided in families home languages.
- ❖ The service will be aware of dental first aid.

Food from our services Garden/ Teaching experiences involving food:

- ❖ We have an established fruit & vegetable garden which all children are a part of the planting, caring & harvesting process each season. This is a great learning experience for all involved & best practice of safe food handling will be adhered to at all times.
- ❖ Educators will engage children in discussion about food at appropriate moments such as when sharing meals, and during learning experiences such as participating in cooking and working in the vegie garden, with the emphasis on different fruits and vegetables.

SOMETIMES FOODS IN THE WIDER SERVICE COMMUNITY

- ❖ Glen Dhu has strategies in place that limit the availability of 'sometimes' foods and drinks in the wider service community, such as for fundraising, and during celebrations, excursions, staff meetings and training. We encourage and support the limiting of 'sometimes' food at these occasions, and the provision of healthy 'everyday' food options.
- ❖ At service celebrations and events involving families, we encourage families to bring 'everyday' foods to share, and any foods the service provides will also include 'everyday' foods.

Birthdays

It is very exciting for a child to be having a birthday. For birthday celebrations, we remove the focus of the occasion away from the food and place it on the environment (e.g. singing "happy birthday as a group, participating with the birthday felt board,)

- ❖ We ask families who bring in a birthday cake to choose a recipe that is a healthy option; low in fat/sugar etc. and if possible, inclusive of fruit or vegetables, such as carrot cake, banana cake, etc. Alternatively, small individual muffins are a good option for small portions.
- ❖ Any food brought in to share with other children will require a ingredients list to be supplied so we can be inclusive to all children's dietary requirements.
- ❖ The service can provide recipes and ideas for healthy cake and muffin options to families if required.

Sleep/ Rest/Relaxation & Clothing:

Educators will consult with families in regard to their child's clothing needs for play experiences both indoors and outdoors, and will ensure each child's individual needs are met. Educators will consider children's comfort and safety at all times. Educators will assist children to make choices about adjusting their clothing throughout the day when necessary. Educators will consult with families at all times in regard to their child's sleeping/rest patterns and will develop procedures to ensure each child's individual needs are met and being respectful of the different values and parenting beliefs, cultural or otherwise. Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in a child care environment Sleep procedures and sleep equipment will take into account current health and safety advice from recognized health and safety authorities. There will be a comfortable place and experiences that promote rest and relaxation provided for children at all times.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, 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 themselves.



Unsuitable shoes like thongs & backless sandals are preferred NOT to be worn to the Service. 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 ask that families are aware of appropriate clothing for the current season, In winter we request that children bring a coat, beanie & gumboots etc for outdoor play. Summer time – pls see our Sun safe guidelines.

The service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed,

pleasant time for all children. If a family's beliefs and practices are in conflict with SIDS & Kids, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner. Our service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.

The techniques and strategies for settling a child/children for rest may reflect the: individual needs of the child or group of children; parenting beliefs and values of families accessing the service; professional philosophy, knowledge and experience of staff/carers; cultural and religious practices; frequency of days that the child attends care; circumstances or events happening at home; consistency of practices between home and care; status or condition of the rest environment; and use of comforters or resting aids (including dummies and security blankets).

Please feel free to discuss your child's rest or sleep needs with Educators.

Sun Safety:

The service aims to ensure that all children, employees and visitors attending the service are protected from skin damage caused by the harmful ultraviolet radiation (UVR) from the sun. The Cancer Council advises that damage to the skin begins with first exposure to sunlight, and builds up year after year, leading to premature ageing of the skin and increased risk of skin cancer developing. The service is a "Sun Smart Centre" within the Cancer Council program and promote the importance of sun protection for young children in particular From mid-September to mid-April (when average UV index levels reach 3+)

Educators check the UV alert throughout the day. When children enrol at our centre we provide them with a wide brimmed hat which is stored individually and washed regularly, hats remain at the centre. Our educators are also provided with the same style hats and are required to wear them as per uv alert.



- ❖ Educators ensure children wear appropriate sun protective clothing, tops with long sleeves or ¾ length preferable with a collar, we strongly discourage children from wearing singlets, tank tops, muscle tops & strappy dresses & thongs.
- ❖ We provide SPF 30+ broad spectrum water resistant sunscreen for all children & educators to use, this is also suitable for babies/toddlers we apply sun cream 20 minutes prior to going outdoors & re apply every 2 hours for extended exposure. Parent consent is required for the application of sun cream on the initial enrolment form, we are also happy for families to provide their own sun cream as long as it is named & in date & stays at centre.

Children's Belongings

We acknowledge that children may bring or carry with them certain personal belongings to the service and as such, it is important to clarify responsibilities. This policy therefore outlines the types of belongings that children might bring with them on a regular basis and the level of associated responsibility.

To ensure children, families and educators are aware of their responsibility regarding children's belongings including keeping them safe.

DEFINITIONS

Our service defines children's personal belongings as children's personal items including:

- safe and secure footwear
- sun safe and weather appropriate clothing (*See Clothing Policy for Children and Infants and Sun Smart Policy*)
- suitable bag
- drink bottle for water
- appropriate food, containers, and lunch box
- bottles for milk/formula
- sleeping bags/comforters
- nappies, wipes and creams

Our service defines children's comfort items as an item a child has chosen that they have an attachment which helps them to settle and feel comfortable in the service, used for sleep or when a child needs that extra comfort and sense of security. Items may include, but are not limited to:

- comfort item
- security/comforter blanket
- pacifiers/soothers/dummies

We acknowledge and understand children may have a 'security' item that soothes and helps them to cope throughout a busy day, and this item may change from day to day. We recommend that if children have a comfort or security item (of an appropriate size i.e. an item that can fit within the child's bag) that it is labelled (if possible) and brought to the service each day. When not required or in use we will ensure that it is placed in the child's bag to ensure safe keeping.

Our service defines children's toys from home as any type of toy from a child's home used for play, and not comfort and relaxation.

It can be distressing for children to have their belongings damaged, misplaced or taken, especially comfort items or toys from home whilst attending the service, therefore it is important that children, families and educators work together to ensure reasonable processes are implemented to minimise the probability of this occurring. There may be times when children's belongings may cause conflict between children at the service. Children often want to share and/or show other children or educators their special items from home, however these 'treasures' may be inadvertently broken, misplaced or taken. To save the upset and heartache, families are supported to encourage children to leave these treasures at home, unless they are essential to their child's emotional wellbeing and/or sense of belonging (such as comfort items). Our educators develop and implement a stimulating and challenging curriculum with an array of resources catering to children's interests that are available to play and interact with each day.

NOMINATED SUPERVISORS, RESPONSIBLE PERSON AND EDUCATORS WILL:

- Develop and implement a stimulating and challenging curriculum catering to children's interests, discouraging the need to bring in items from home.
- Discuss with families about their child's individual needs, document these requirements and update regularly, with respect to different values and beliefs associated with personal and comfort items.
- Remind families that if they choose to leave children's belongings at the service during the day, it is at their responsibility, although our educators will ensure reasonable processes are implemented to minimise the probability of this occurring.
- Re-iterate our policy, that if personal belongings (including comfort items and toys from home) are particularly valuable, fragile, or hold irreplaceable emotional value, it is recommended that the child bring in the item, show it to their peers and educators, and then have a family member take it with them. This allows for the child to share the excitement and experience without the risk of loss or damage.
- Provide appropriate storage for lost property that will be accessible to families. We currently have a basket accessible to families out the front of the service. If items are labelled, educators return to children on the next day, keeping items safe in children's locker/nappy tubs etc. (*see individual rooms for location*).
- Manage any grievances or concerns related to lost, damaged, or stolen property of the children in accordance with the *Grievance and Complaints Policy* and Procedure.
- Request that if children bring in music, or electronic game, these should be discussed with management prior and be 'G-rated'. Although media rated 'PG' (Parental Guidance) is generally appropriate for children, it cannot be assumed that all parents want their children exposed to this rating.
- Take as much care as possible in ensuring that belongings (personal, comfort items or toys from home) are returned to the correct family. To assist us with this we ask families to ensure that any item that can be labelled, either has the child's name on it, or the child's initials (For example, on the tag of soft toys where space is limited). If an item cannot be labelled it is the family's responsibility to advise an educator that their child has this item in their possession.
- Actively encourage children to care for their belongings by:
 - providing suitable storage (children's bags and lockers) to keep their belongings safe
 - reminding children where to store their belongings (children's bags, lockers, fridge etc.)
- Inform families through conversations and relevant publications such as the Family Handbook, social media postings of appropriate personal belongings required at the service each day.

In relation to personal belongings:

- Encourage families to label children's belongings and ensure all their belongings fit within their bags.
- Provide appropriate storage spaces for children's belongings to be stored such as hooks for bags (Cubs/Marines) and lockers (Explorers), fridge for lunch boxes etc.
- Monitor children's clothing and footwear to ensure they are appropriately dressed to participate within the service curriculum. Children's clothing will be in compliance with the Sun Protection Policy and to support the safety, comfort and wellbeing of every child (*See Clothing Policy for Children and Infants*)
- Ensure children's clothing accommodates the weather conditions.
- Consider clothing and footwear needs associated with excursions/incursions or intentional teaching experiences and communicate clearly with families and children about the need to extraordinary protective clothing requirements.

In relation to comfort items:

- Encourage children to keep their comfort items in bag/locker or sleep basket when not in use
- Encourage families and children to only bring in one item for comfort (where possible). For example: one pacifier or soft toy.
- Regularly communicate with families about their child/ren's comfort item requirements.

In relation to toys from home:

- Support children to bring something to read, something found in nature, holiday souvenirs/photos, something with special meaning, something with provocation to research/investigate, or something that encourages social engagement, if an item from home needs to be brought to the service.
- Encourage children to limit their toys from home to one item, which will fit inside the child's bag.
- Encourage children to store their items in their bags or lockers, retrieving them to show their friends and educators, and then returning them to their bag or locker.
- Educators will discourage items such as: violent associated toys (weapons etc.), toys with small parts which may present as a choking hazard, toys from fast food services and supermarkets, multiple items, large toys, toys with accessories (barbies etc.), and battery operated toys. Any such toys will be immediately placed in the reception area for parental collection at the end of the day.
- Allow children to wear dress-up clothes to the service, however, we ask that accessories such as guns, knives, swords, or other weaponry are left at home. Such items can encourage violent play and may present a danger to the child and others within our environment.

Managing Behaviours

Educators follow a Behaviour Management Policy – *Guiding Children's Behaviour*, which 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 our Educators and refer to the policy book.

The service has termination of care policy and reserves the right to not accept an enrolment or cancel an enrolment if the behaviour of the child constantly impacts the duty of care and health and wellbeing of other children and educators.

Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health- physical, social, emotional and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music and relaxation. Our service has a strong Health and Well Being Program which is supported by national programs, Be-You, and industry professionals who assist us in planning and implementing appropriate experiences for all our children.

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

Nappy & Toileting:

Our service aims to meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting. We believe that nappy-changing and toileting routines provided in a caring and responsive manner are valuable opportunities to promote children's learning, meet individual needs, and to develop strong relationships with children

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that children's bathrooms and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our Service will also ensure that nappy change and toileting routines are used as an opportunity for one-on-one interactions between the educator and child.

- ❖ Educators will encourage all efforts made for toileting and self help in bathroom in a positive and relaxed manner.
- ❖ Educators should respect and support children's independence, while also using sensitive strategies to ensure children are clean when they have finished using the toilet
- ❖ Families are required to supply their own disposable nappies (we can't accept reusable nappies) and wipes daily. Educators will inform families when supplies are running low.
- ❖ We don't allow potties to come to the centre, our toilets are at a great height for all small children to reach.

Toilet Training:-

- ❖ As children show readiness to toilet train parents are encouraged to plan an approach with educators for consistent management.

Children need to be..

- Consistently acknowledging that they need to use the toilet,
- Consistently going to the toilet with a positive result, (at least 2-3 weeks of success)

It is the parent's responsibility to provide at least 5 set of training pants/change of clothes for their child. The educators will leave the decision to toilet train to the parents and it will be the parent's responsibility to inform the educators as to when and how this is to be done. What we do at the centre will only reinforce what is started at home. **"Toilet training does start at home".**

- ❖ Nappy changing and toileting is flexible and responsive to children's individual needs.
- ❖ Educators will discourage any negative comments from families within a child's hearing.
- ❖ In the event of an accident, children will not be reprimanded but encouraged to go to toilet quicker next time. Soiled/wet clothes will be placed in a bag, labelled and left in bucket in Laundry, A note will be placed on your attendance on the kiosk to gather the items.
- ❖ Educators regularly remind and prompt children to use the bathroom and provide assistance where needed.



Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

When should I not send my child to the Service?

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 minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our policies and procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

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

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma and Illness Record* completed by the educator

which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to remain 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 vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

Immunisation:

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

The only unimmunised children who can be enrolled in child care (after 1 January 2018) are those who are on a recognised catch-up schedule or those who are unimmunised due to medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form upon enrolment.

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

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

Medication:

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

Educators can only administer medication that is:

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

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*

Accidents:

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

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

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact you immediately. If we cannot contact a parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

HELP KEEP OUR SERVICE INFECTION FREE

Break the
chain of
infection

Please keep your child at home if:

- × They have had Panadol or Nurofen in the morning

Both medicines can mask symptoms but do not get rid of infections

- × Fever of 37.5°C
- × Consistent cough
- × Continuous runny nose
- × Sore throat
- × Unusually tired & lethargic

Exclusion Periods:

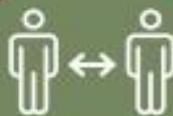
- × High temperature 38° or above
24hr clearance
- × Diarrhoea
48hr clearance from last episode
- × Vomiting
48hr clearance from last episode
- × Contagious or infectious disease
- × Un-diagnosed rash
Clearance required
- × Been in contact with a positive COVID confirmed case

Once the above symptoms have been cleared,
please bring your child back to play, learn and investigate

Wash/sanitise



Children and adults upon arrival to service



keep 1.5m social distance



Stop the spread of germs



Stay home if you are showing symptoms



[glendhuchildrensenservices.com.au](https://www.glendhuchildrensenservices.com.au)

33 Leslie Street, South Launceston

(03) 6344 4628

glendhuks@gmail.com



An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these

circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service

Illness/Medication

Management of unwell children

If a child becomes unwell whilst at the centre the **parents/guardians will be notified** and asked to take the child home. The child will be made comfortable and separated from the other children until the parent/guardian arrives.

Educators and our facilities are not available to care for children who are ill; therefore children with the following are not permitted at the centre:

- ear, eye or discoloured nasal discharge
- an undiagnosed rash
- If the child has a high temperature **AND** is unwell, ie. feels hot, irritable, crying, more sleepy than usual, vomiting, refusing to drink/eat, or in pain. – **(exclude children for 24 hours)**
- infectious sores or diseases (Doctors clearance may be required.)
- vomiting and/or abnormally loose bowel actions for that child **(exclude children for 48 hours after last bout)**
- any obvious signs of ill health (children with asthma –obvious difficulty breathing, barking cough, rib retraction etc.). or Acute cold with fever, runny nose & eyes, coughing & sore throat
- Has any contagious disease as outlines in NHMRC. *A copy is kept at centre & posted up in main walkway.:* the child should stay at home until the contagious period is over.

Staff members with above symptoms are required to use their own initiative, If gastritis confirmed by Dr are not able to be in service for 24 hours after last episode.

Depending on the illness, runny nose & coughing may continue when the child is no longer contagious & temperature, well-being & energy are normal. If these symptoms are caused by a known allergy (written proof from Doctor may be required) the child/staff member is not contagious

Parents are required to provide at enrolment two (2) additional contacts that the service can use if the immediate family cannot be contacted or are unable to collect unwell child within 30 minutes of the service phone call.

Where a parent/guardian is asked to seek medical advice regarding their child's health, the service will provide (for the Doctor's information), details about the child's symptoms and any illnesses that have recently affected children or educators/staff attending the service. All names other than the said child will be kept confidential. The Doctor will be asked to complete a **Doctor's Clearance Certificate Form** to pronounce the child fit for child care and that other children are not at risk of infection through exposure to this child, before the child can return to the centre. In the event of an outbreak of a communicable disease at the service, educators, staff, families, visitors and the appropriate Health Authority will be notified in accordance with the NHMRC recommended notifiable diseases.

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 12 months.

Accidents:

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

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

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact you immediately. If we cannot contact a parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

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

Safety in our Service

Emergency and evacuation procedures

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

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

Arrival and Departure

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

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.
- Children are not permitted into the kitchen area.
- Be alert of reversing drivers in the car park as it is very difficult to see small children
- Use the kerbside, rear passenger door when getting your child into and out of their restraint
- Never leave the front entry door/gate open
- Always do a visual check around your vehicle before driving
- Never leave a child unattended in a room with out an adult.

Workplace Health and Safety:

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

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

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

Social Media

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

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the Nominated

Supervisor and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

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

We maintain appropriate privacy of families, children and educators by not publishing any personal information online.

Privacy and Confidentiality

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

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

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

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

On behalf of all the Educators at the Glen Dhu Children's Services I would like to thank you for enrolling your child and letting us be a part of their learning journey.

Melanie Reid-Prewer
Manager

Developed in consultation with:	Educators, Families, Industry Professionals
Date:	Feb / 2007
Scope:	All staff, families, visitors to the centre
Review Cycle: prior if required	Every three years from development date or
Reviewed:	January 2011 June 2012 Nov 2013 April 2016 October 2019 July 2020 July 2021 include new format easier to read September 22 – updates to fee policy, new educator poster March 2023 – Update governance & service community

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	

Have you completed the orientation evaluation? Please circle

Yes/ No