



Family Handbook



Contact Phone: 5152 7788

www.bairnsdalechildcareandkinder.com.au

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Welcome

We are pleased you have chosen Bairnsdale Childcare & Kinder to educate and care for your child. Fostering a love of learning and encouraging children to be curious learners is a part of our philosophy.

This handbook will give you an insight into our curriculum and provide key information to ensure your child has the best possible start to quality education and care here at Bairnsdale Childcare & Kinder.

Bairnsdale Childcare & Kinder is a family business, in which we are committed to providing high quality care in a child safe environment. We have an open-door policy and encourage you and your family to visit our service at any time.



Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul (Friedrich Froebel)

Service Information

Our service caters for children aged 6 weeks to 5 years of age. We are open from 6:45am - 6.00pm Monday - Friday, 52 weeks of the year and closed on public holidays. Notice will be given in our newsletters when these days occur.

We have seven rooms:

Infant 1/Wombat/Naroot: 0-2 years

Infant 2/Koala/Goola: 0-2 years

Toddler 1/Goanna/Bataluk: 2-3 years

Toddler 2/Kookaburra/Kookokarrak: 2-3 years

Junior Kinder/Kangaroo/Jirrah: 2.5 - 3.5 years

Pre-Kinder/Platypus/Barlijan: 3-year-old kinder

Kinder/Echidna/Kowern: 4-year-old kinder

Contact Information

Phone: 5152 7788

Email: bairnsdalechildcare@bigpond.com

Website: www.bairnsdalechildcareandkinder.com.au

Management structure

Approved provider/directors: Colleen Backman & Keryn Wilkins

Manager: Michelle Bennett

Assistant Managers: Kate Bennett, Tracey Traynor & Alyce Betts

Educational Leader: Kate Bennett, Tracey Traynor, & Alyce Betts

Regulatory Authorities

Our service is regulated by the national body for early education and care - The Australian Childrens Education and Care Quality Authority (ACECQA) as well as the state licensing department in our region. To contact our regulatory Authority, please refer to the contact detail below. VIC department of education phone: 1300 338 733 sevr@education.vic.gov.au

Educator to child ratios

We comply with the national regulations for educators to child ratios across our service to ensure adequate supervision is provided for all children.

Age of children	Educator to child ratios
0 - 3 years	1:4
3 - 5 years	1:11



Service Philosophy

Our Vision: At Bairnsdale Childcare & Kinder we will work together to provide a child safe environment. We aim to deliver high quality care and education for all children and foster a culture of openness, inclusiveness, and awareness.

Our Mission: To provide each child in our care with the best possible start to an education that they deserve and to view each child as a capable and competent learner.

Philosophy:

1. To provide a play-based curriculum with the support and guidance of educators, that incorporates and extends on each child's interests, learning and development in relation to the 5 learning outcomes (identity, connection with community, wellbeing, confident learners, and effective communicators).

Ways we can achieve this:

- for all educators to follow and implement the planning cycle that reflects play-based learning and extends on children's interests.
 - document children's interests, abilities, learning and development and relate learning to the 5 outcomes.
 - opportunities for all children to engage in the curriculum.
 - through an environment that promotes positive behaviours and pro-social relationships between children and others.
 - parent partnership/input.
2. To protect children by providing a safe environment where they feel respected, valued, and encouraged to reach their full potential. Child Safety is embedded throughout the service and is a part of everyone's everyday thinking and practice. We recognise the importance of cultural safety for Aboriginal children, cultural safety for children from culturally and linguistically diverse backgrounds, and the safety of children with a disability.

Ways we can achieve this:

- to spend quality time with each child.
- regular discussion/communication with parents.

- acknowledge and celebrate Gunai Kurnai culture in the service.
 - asking children for input and giving choices.
 - providing culturally diverse resources.
3. To allow children to learn through play and encourage them to become enthusiastic learners in a safe, secure, and trusting environment and to encourage them to have input into a flexible program.

Ways we can achieve this:

- using intentional teaching strategies.
 - opportunities for children to develop independence through everyday routines.
 - providing an inviting and flexible learning environment that is rich in choices and challenges.
 - offering age-appropriate choices.
4. To develop trusting and caring relationships with families and support their uniqueness in relation to culture, lifestyle, customs, and beliefs wherever possible.

Ways we can achieve this:

- educators liaising with families and inviting them into conversation about their child and their needs.
 - opportunities for children, families, and educators to share their ideas, knowledge, skills, culture, language, and experiences.
 - to promote honest and open communication with all our families, respecting their thoughts and their opinions and incorporating these suggestions into our curriculum when appropriate.
5. To listen to and respect each child's ideas and assist them to feel a sense of belonging and happiness in their environment.

Ways we can achieve this:

- to acknowledge what children say and respond to this in a positive way and to encourage their independence and sense of agency.
- follow children's interests to give them a sense of accomplishment and to scaffold their learning to help develop their skills.

- To provide a warm and welcoming learning environment that promotes secure, respectful, and reciprocal relationships between children and educators.

6. To listen to families, respect and support them in their role of parenting.

Ways we can achieve this:

- to listen to what families have to say and respect their feedback, ideas and suggestions and to give support when needed.
- incorporating respect and diversity by acknowledging the unique cultural backgrounds, languages, and values of our families.

7. For educators to acknowledge and support each other and work together to support children's individual learning and programs, in a workplace which supports ongoing professional development and skills.

Ways we can achieve this:

- open communication between educators.
- for all educators to have input into the program.
- to provide educators with ongoing professional support such as staff meetings, workshops, training, and open communication with management.
- for educators to work together towards the same goal.

8. To create learning areas with elements from the natural environment (garden, sandpit, worm farm) etc. that reflects a sense of belonging and allows children to explore and provides opportunity for learning, creativeness, and expression.

Ways we can achieve this:

- look at the environments around our community and try and introduce these into our learning environments.
- to provide natural resources for children to explore and engage with.
- to continue to build on our sustainability practices.

Our commitment to child safety statement

We believe in maintaining an inclusive and welcoming environment and workplace that motivates and facilitates personal growth and development for children and educators. The values that underpin our work ethic include quality, respect, integrity, and responsibility. 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 at Bairnsdale Childcare & Kinder. 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 all allegations of child abuse. Our educators 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 knowledge of child protection law and child protection training. Our educators are recruited through an extensive screening process to ensure they display the right personal qualities and experience to provide high quality supervision and care to children in addition to holding a validated working with children check. We have 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.

Code of conduct

The code of conduct establishes the standards for all employees of our service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the early childhood Australia's code of ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility.



Our Curriculum

The children's educational programs are developed by our early childhood/bachelor trained educators. Each room has a program displayed which reflects our unique philosophy, commitment to the environment and local community. We are committed to providing an educational program which caters for each child's individual needs, abilities, and interests. Our educational program is delivered through an intentional play-based pedagogy aligned to the early years learning framework (EYLF).

Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs. We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children to promote their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

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



National Quality Framework

Our service complies with the Australian Quality Framework (NQF) which consists of legislative framework of the education and care services national law and national regulations, the national quality standards (NQS) and the rigorous assessment and rating system. Our Curriculum is guided by the EYLF. We regularly self-assess our practices against the NQS and strive for continuous improvement through 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 and improvements. Families are welcome to provide feedback and suggestions at any time.

Early Years Framework

The Early Years Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia experience quality teaching and learning through play based, holistic learning. The EYLF is made up of learning outcomes, principles, and practices which educators use in their documentation of children's learning, reflection, and planning. Fundamental to the EYLF is a view of children's lives as characterised by belonging, being and becoming. From before birth, children are connected to family, community, culture, and place. Their earliest development takes place through these relationships, particularly within the families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.



Belonging

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

Being

Childhood is a time to be, to seek and make meaning of the world. Being, recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming

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



Documentation of learning & Portfolios

Educators observe children and facilitate their learning and provide each child with a personal, confidential hard copy portfolio, by documenting their learning throughout the year. This portfolio moves through the rooms with your child. Once your time at BCK has finished you receive this portfolio as a keepsake. Our service uses a variety of documentation to demonstrate learning which may include:

- your child's profile.
- goals from families & educators.
- observations/learning stories/captioned photos.
- objectives for further development.
- work/art samples.
- checklists/transition statements.

Connecting with nature

At Bairnsdale Childcare & Kinder we create moments, experiences, and spaces for our children to connect with the natural world. We designed these environments with the intention of encouraging children to use their curiosity, discovery, and sense of wonder. Our programs provide opportunities for children to actively explore both environments at their leisure. Our indoor and outdoor environments include a variety of natural materials to provide opportunities for children to explore our natural world. Our environments include sand, plants, dirt, rocks, and tree logs, all of which challenge and provide children with an appropriate level of risk.



Learning Experiences

Each room in our service has carefully curated learning spaces to promote development in:

- Routine & Independence
- Literacy & Numeracy
- Social & Emotional development
- Physical wellbeing
- Following of interests
- Inquiry topics
- Construction
- Creative expression
- Science & Discovery

Family Involvement

Nothing enriches the children's curriculum more than the involvement of the special people in their lives. We extend an invitation to all families and friends to share their skills, their child's interests, development, and aspirations with the educators in your child's rooms. These contributions can be incorporated into our curriculum.

Incursions

We try to be active members within the community, by bringing the community into the service where we can. We regularly organise people/organisations to come into the service to extend on the children's interest and provide further learning opportunities.

Kindergarten Programs

Bairnsdale Childcare and Kinder provide both 3- & 4-year-old government funded kindergarten programs. Our kindergarten curriculums are rich and stimulating which provide a range of important opportunities that not only prepares your child for school but prepares your child for life.

Our Kindergarten programs have the Kindergarten Tick



This means that our Kindergarten programs are:

- Led by a qualified teacher.
- Offer play-based learning.
- Funded by the Victorian government (15 hours per week)
- Complies with government guidelines and the National Quality Framework.

You may be eligible for extra funding if your child fits the following criteria.

- Be from a refugee or asylum seeker background.
- Identity as Aboriginal or Torres Strait Islander.
- Your family has had contact with child protection.

If you request further information, we have both 3- & 4-year-old kindergarten handbooks available (see office).



Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our service. Everybody has a preferred time and method of communication. Sometimes mornings and afternoons can be rushed and not the best time to discuss your child's progress. You are encouraged to talk to our nominated supervisor to meet your child's educator at a mutually convenient time. We have several types of communication we use for our families including:

- Centre and room newsletters.
- Phone calls.
- Emails.
- Letters.
- Face to face.
- Daily journals.
- Family weekend sharing journal.
- Mid and end of year summative/transition assessments.
- Formal meetings.

Our Educators

Our service is made up of high-quality professional educators who are committed to and passionate about early childhood education and care. Our educators 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. Our educators are encouraged and supported to attend professional training and development to further their knowledge and skills. Our educators hold valid working with children checks and all responsible persons (placed in charge of the day to day running of the service) have current ACECQA approved first aid, emergency asthma and Anaphylaxis qualifications.

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

Enrolment Information

Enrolment Form/Immunisations/Fee form

Prior to your child commencing at our service, you will be required to complete an enrolment form, provide documentation, and complete a fee form. It is a requirement to provide a copy of an up-to-date immunisation history statement, which can be obtained from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Family Law and Access

Our service will uphold any responsibilities or obligations in relation to family law and access to the service. We require certified copies of any court order, parenting orders or parenting plans relating to your child/ren and request that if situations change, we are notified, and a copy of the updated court order is provided to our service. We will only allow children to leave the service with the written permission of the custodial parent/guardian.

Without a court order we cannot stop a parent collecting a child.

Complying Written Agreement (CWA)

A 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 childcare subsidy can be paid, you must approve enrolment information within the CWA via your My Gov account.

Absences

We encourage families to notify the service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the service by email or phone. Childcare Subsidy will be paid for any absence from an approved childcare service your child attends for up to 42 days per financial year. Additional absences beyond 42 days may be approved for specific reasons with supporting documentation. Please speak to the office about additional absences.

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

Fees in arrears/Financial support

Bairnsdale Childcare and Kinder reserves the right to suspend/withdraw your child's enrolment if your account is overdue after 3 weeks. If you are experiencing financial hardship, please speak to the office. Additional childcare subsidy may be available to support your family. We may be able to organise a payment plan before your fees go into arrears.

Withdrawal from care/reducing enrolment days

We require 2 weeks written notice to withdraw and/or reduce enrolment days for your child from any permanent booking. Children are not able to attract CCS for any days after the last day your child physically attends our service. There are some circumstances where CCS can be paid after the last day your child physically attends with an approved reason.

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 sunscreen, 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 the current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency.

Authorised Nominees

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

- Collect your child from the service.
- Provide consent for medical treatment for your child from a medical practitioner, hospital, or ambulance service.
- Provide consent for the transportation for your child by an ambulance service.

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

- Your residential address
- Health of your child
- Telephone/mobile numbers
- Contact details for any parent or authorised nominee
- Family changes (parenting orders)
- Emergency contact information details etc.

Photographs, website & promotion

As part of our enrolment process, we will ask for your permission to take photographs of your child during normal activities and incursions. Photographs will be used for sharing with our parent community through newsletters, daily journals, observation, and programming processes and/or to promote our service to the broader community via our website.

Diagnosed disability

If your child has a diagnosed disability, please speak to our management team prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a nominated disability insurance

scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning. Our service may be able to apply for additional support through the Inclusion Support program to assist your child's access.

Medical conditions: Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis to your child including potential triggers. Families are required to indicate any allergy or asthma on the enrolment form. Our service requires a medical management or Asthma/Anaphylaxis action plan to be completed by your general practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the service. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation and communication plan to assist our educators and staff. Any prescribed medication that your child may be required must be provided each day they attend our service. To ensure the safety and wellbeing of your child, please update your child's medical management plan/action plan every 12-18 months or whenever a change in their medication or treatment occurs.

Fees

Our daily fee is: (please contact service) before the childcare subsidy has been applied. Fees must always be paid each Friday by direct debit or credit card.

Statement of fees

Each week management will send families a statement via email before your weekly debit. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the office as soon as possible.

Payment Methods

Parents/guardians are required to complete a direct debit/credit card form upon enrolment. Fees will be deducted weekly. Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

Please note we do not accept cash payments.

Child Care Subsidy (CCS)

Childcare subsidy offers assistance to families to help with the cost of childcare aged 0-13 years. There are 3 factors that will determine a family's level of childcare subsidy, which include:

- combined annual family income.
- activity test- the activity level of both parents.
- service type- type of childcare service and whether the child attends school.

Families who wish to receive childcare subsidy as reduced fees must apply through the My Gov website. This includes completing the childcare subsidy activity test. Childcare subsidy is paid directly to our service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our service and subsidy amount received. This is called the "gap fee".

On enrolment we will need the customer reference number (CRN) of the person linked with the child as the registered CCS claimant, along with the

child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

Service closing time & late collection fees

Please be aware our service closes at 6pm. In accordance with national regulations and licensing, we are not permitted to have children in the service after 6pm. A late fee is incurred for children collected after 6pm.

The fee is \$5 per child for every 5 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to and as two educators are required to remain at the service until all children are collected. If we are unable to contact either parent or a person nominated by the parent on the enrolment form to arrange collection of the child within an hour of the service closing. We may need to contact the police or other authorities to take responsibility of your child.

Bookings

Permanent bookings are an ongoing booking that:

- remains the same from one week to the next.
- are chargeable regardless of attendance.

Casual bookings are a one-off booking that:

- can be booked at the last minute for emergency care, that is provided if we have vacancies. If there is no vacancy, we will put your child on a waitlist and 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 or phone call.

Priority of access

Our service aims to assist families are most in need and may prioritise filling vacancies with children who are:

- at risk of serious abuse or neglect.
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Policies & Procedures

You will find a copy of the services policies and procedures in the foyer on the cabinet. We expect our staff and families to adhere to our policies and procedures at all times, to ensure we maintain compliance and abide by the National Law and National Regulations. Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances. We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to needs of our families and meet required regulations. Your involvement helps us to change our policies and procedures.

Orientation /Preparing for your child's first day

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend our service in the company of a family member before they start their first day with us. This gives you and your child the opportunity to gain an understanding of the curriculum, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The manager will contact you to arrange

suitable times and days for visits. If your child is reluctant to attend, please discuss this with your child's room lead educator, together we can put in place strategies that will assist with this transition. We encourage you to take photos of your child in our environment to show and discuss at home with them.

The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. We encourage parents to stay as long as they like during the morning drop off to help your child settle into an activity. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls/emails during the day, photos and open communication.

Arrival & Departure (Signing in & out)

Each day you must sign your child in upon arrival and sign out upon departure using the iPad and note the date and times. We are required by legislation to always maintain our attendance record. This record may be used in the event of an emergency at the service. Our educators have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the manager. Our educators may ask to view photo identification of the adult collecting your child from care to confirm their identity.

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 and see what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the educator, who is reassuring your child about their day and when you will return. Rest assured; we'll contact you if your child becomes distressed.

What you need to bring

The centre supplies all nappies, and morning and afternoon tea for the 3-5 age group.

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

Spare Clothing: Occasionally accidents can occur, plus water and messy play. It may be necessary for your child get changed. We ask you to please provide a full set of spare clothes (labelled) for these instances.

Drink Bottle: A labelled drink bottle is required every day for water. Childrens water bottles will be re-filled throughout the day, when necessary. We do encourage water as opposed to juice or cordial.

Sun Hat/Beanie: A protective sun hat (Broad brimmed or legionnaire) must be worn everyday whilst playing outside. Please consider packing a beanie for the cooler months.

Morning tea and lunch: Children are asked to bring a labelled lunchbox (plastic/metal) Only items that need to be refrigerated are to go into the fridge, into labelled baskets.

Healthy Eating

Bairnsdale Childcare & Kinder actively encourages and promotes healthy eating habits for all children. Parents will periodically be given information and advice about good nutrition, including recommendations about the sort of food to send their child. We ask that parents provide nutritious lunches and snacks for their children e.g., sandwiches, wraps, yoghurt, fruit, cheese, veggie sticks, healthy muffins etc. We do encourage parents to avoid sending cordial drinks, chocolates, chips etc. Fresh fruit platters will be provided for morning tea on the 3-5 side and a variety of sandwiches, rice cakes, raisin toast for afternoon tea. If your child requires a bottle, please bring these clearly labelled along with formula, breast milk or cow's milk. Bairnsdale Child & Kinder is a nut aware centre. We ask parents to be mindful of this when packing your child's lunch as we do have several children at risk of nut allergy. Mealtimes are a relaxed experience, allowing children and educators to engage in meaningful conversations with one another.



Breast/Formula feeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the service during the day to feed their child. Families that are breastfeeding enquire with management regarding our policies on storing and serving breast milk. Families that are formula feeding also need to enquire with management regarding our policies on storing and preparing formula. Regular communication is encouraged to ensure your child's needs are met as they grow.

Clothing

We suggest dressing your child in non-restrictive clothing, to ensure they can move about their environment in comfort, also clothing that promotes independent dressing and toileting with ease. We ask you to send your child in shoes that allow jumping, hopping, and climbing and in the case of older children shoes they are able to put on and off themselves. We discourage thongs and slippers as they do pose an OH&S issue. We require all t-shirts to have sleeves (please no midriff or singlet tops)

Rest and Sleep

Rest and sleep routines vary according to individual needs. Our service adheres to SIDS safe sleeping guidelines. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children, along with calming music. We encourage you to bring any comforters, sleeping bags etc, your child will require to have a rest. We encourage you to talk to your child's educators regarding sleep and rest upon commencement at the service. Each day we provide information regarding sleep times. (Individual for each room). For those children who do not sleep alternative activities are provided.

Sustainability

Our service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into daily operation of our service, infrastructure, and teaching. In order to empower our sustainability program, we emphasize children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussions about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

Birthdays

It's very exciting for a child to celebrate their Birthday, especially within their care environment alongside their friends. We encourage you to bring along cupcakes instead of a cake as this can significantly reduce a situation where an allergy risk could occur. We ask you to please provide a full ingredients list to avoid allergy risks for other children.

Family Walls

Each room has a family display. This is a strong and valuable tool in our environment for your child to develop a sense of belonging, inclusion, and comfort within their learning environment. If you would like to bring in a photo/s that represent your family, we would really appreciate it.

Sun safety

Our service implements a combination of sun protection measures to always ensure the health and safety of your child. We monitor the UV index daily (during SunSmart season) and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences, and we conduct regular risk assessments to ensure the play space equipment is safe for children. Children and educators must wear hats and appropriate clothing when outside. SPF 30+ (at least) is applied as per manufacturers recommendations. We ask that children come to the service with sunscreen already applied, so they are able to immediately participate in outdoor play and not have to wait the 20 minutes after application. Consent to apply sunscreen is included in our enrolment form.

Toys

Our service has an abundance of toys, so we ask children to please avoid bringing them in, where possible. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day. Books are encouraged to bring along to share instead of toys.

Behaviour Guidance

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

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life and believe in providing children with a range of physical experiences on a daily occurrence.

Physical Play provides children 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.

Parent Participation/Feedback

Our service has an open-door policy and actively seeks and encourages families to be involved in the service. This can range from having input into your child's program and observation, volunteering within the service, sharing skills and experiences which may benefit the children. Your involvement can be as formal or active as your time permits. We can arrange meetings with your child's educators at a suitable time, otherwise we offer communication via email, phone call, daybooks, newsletters, and a face-to-face chat upon pick up/drop off. If for any reason you question or do not understand any aspect of the service or your child's experience, we have a Grievance Policy that supports all stakeholders in our community and like all policies it is available for families to consult and implement at any time. Copies of our policies are available in the foyer on the bookshelf.

Family Involvement

We welcome and encourage the involvement of all parents/families at our service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities, and knowledge. There are many ways for your family to be involved. We do understand you are busy but any contribution big or small is greatly appreciated. Please see the following for some ideas for you to get involved: Sharing your skills, occupation, cooking with the service. Sharing your culture, language, history, special cultural celebrations. Participating in a group time/reading to the children. Encouraging grandparents to visit. Bringing in recycled goods for children to reuse.

Special Events

Our service organises special events throughout the year e.g., Mother's Day, Father's Day morning tea, grandparents visit, information nights and fundraisers. Such events will be communicated to families via email, notice or newsletter.

Suggestions

Parents are welcome to visit or call the service at any time. If you have any suggestions or ideas on how we best work together in the service, please let us know. If you have any concerns, please see your child's educators or the nominated supervisor. We have a grievance procedure if you would like to formally raise any concerns.

Community Information

We have a community notice board at the entry to our service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this regularly. Upon request the service can provide families with information regarding early intervention, support playgroups, childcare subsidy etc.



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 endeavour to do everything we can to comfort and care for a child who has become sick whilst in our care. To minimise the spread of infections and disease, and to maintain a healthy environment for all children and educators, we implement recommendations developed by the National Health and Medical Research Council (NHMRC) staying healthy in childcare. Our policies and procedures regarding sick children and the control of infectious disease are available for all families to view. Please monitor your child's health and do not bring your child into service if they are suffering from an infectious disease/illness or are generally unwell. If your child becomes unwell 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 illness record completed by the educator which includes information about your child's illness, their symptom's, general behaviour, and any action taken. You will be requested to sign and acknowledge the details in this record. Your child should not attend the service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhea, they will be excluded for 24 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 AIR. The only unimmunised children who can be enrolled in childcare (after

1st Jan 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 directly to an educator for appropriate safe storage.

Educators can only administer medication that is:

- prescribed by a medical practitioner with instructions attached or in written form from the practitioner.
- In its original packaging and have the original label clearly showing your child's name and the expiry date.
- Upon collection at the end of the day, you or an authorised person will need to sign the administration medication form.

Social Media

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Photographs of your child will only be used 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.

Incidents, Injury or Trauma

We aim to minimise the risk of accidents and injury as much as possible, however through play, exploration and adventure, children sometimes have accidents. We always have an educator with a first aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times. 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 advised by telephone of the injury. Our educators will continue to monitor your child closely and advise you if they need collecting early. 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. In the instance we cannot contact you or the authorised nominee we will call an ambulance. If you are unable to meet the ambulance at the service, we will send one of our educators to accompany your child in the ambulance. Please note the 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.

Emergency & Evacuation procedures

Our service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of 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 bush fire, lock

down or flood. Under regulations, we are required to practice emergency and evacuation drills every 3 months.

Carpark Safety

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

- Please always hold your child's hand in the carpark area.
- Be alert of reversing drivers in the car park as it is very difficult to see small children.
- Never leave a child or infant in the car unattended, and never leave your car running.
- Never leave the front door entry door/gate open.
- Always do a visual check around your vehicle before driving.
- Please ensure children do not enter areas in the service that are for adults/staff only.
- Please ensure that children do not open doors or press any buttons to enter or leave the centre - This includes older school children.



Privacy & 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 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.

On behalf of directors, management, and educators we would like to thank you for allowing Bairnsdale Childcare & Kinder the opportunity to educate, care and nurture your child.

