

Parent Handbook

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**Parent Handbook (2019)**

**Quality Area 6 – Collaborative partnerships with families**

# Welcome Families

Our Parent Handbook explains imperative information you will need to be responsive of whilst your child is in attendance at our service. We strongly recommend you read the provided information and ask questions to confirm your understanding of how the service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

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

# Service Philosophy

At Cubs Corner, Children will have opportunity to interact in natural environment and take part in a variety of learning experiences to extend their interest and enhance their growth and development while being given encouragement to explore and investigate their surroundings with the aim of fostering positive engagement between our Centre Educators, staff and your family.

We believe very strongly in the importance of a strong educational program to the early years of young children. We are not just a 'care' facility, but strongly focus on the direct and positive aspects to early education for children. We concentrate on not only the traditional literacy and numeracy, but also many of the life skills necessary, such as logic and reasoning, problem solving, and other aspects of social and mental development. We regard ourselves as a 'junior school', where the children receive the springboard to the start of their formal education at Primary School.

**Our philosophy is:**

* To provide a safe, well-supervised environment for children to play, learn and develop.
* To provide educational and creative programs based on individual and group interests and observations.
* To enrich children's awareness of the environment and a sense of connection to the natural world around us.
* To provide a total learning environment where children are free to observe, question, experiment and explore.
* To promote honest and open communication with our families, respecting their rights and opinions. To encourage family involvement and feedback into the development and delivery of our educational programs.

# Service Information

Our Service caters for children aged 6 weeks to 6 years. We are open from 7.00am to 6.00pm Monday to Friday, (51 weeks of the year) and closed on ACT public holidays and between Christmas and New Year’s.

* We have 6 classrooms,
* 0-18-year-old room – X 4
* 18-2year-old room – X 3
* 3-5-year-old room – X 2

Phone: 02 62257290

Email: [info@cubscorner.au](mailto:info@cubscorner.au)

Website: cubscorner.com.au

Service Provider: Amresh Kumar

Service Director: Natasha Fletcher

# Fees and attendance

Our full fee is: $120.00 per day, before CCS has been applied. Please call us with your CCS percentage and number of eligible hours and we can work out your exact fee. If you don’t have a CCS percentage please call the Family Assistance Office (FAO) on 13 61 50. On enrolment we will need your CRN for yourself and your child so we can confirm register attendance and ensure that you are receiving the maximum entitlement.

* The centre requires a minimum attendance of 2 days per week.
* The centre is open Monday to Friday, 7:00am to 6:00pm, 51 weeks per year.
* The centre closes on public holidays.
* To enable children to take full advantage of the learning environment, it is suggested to arrive each day before 9:30am.

# Child Care Subsidy (CCS)

The Child Care Subsidy is the main way the Government assists families with their child care fees.

* The Child Care Subsidy that commenced on 2 July 2018:
* replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
* is generally paid directly to child care providers to be passed on to families
* is simpler than the previous multi-payment system
* is better targeted and provides more assistance to low- and middle-income families.

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. For further details please speak to our accounts team or contact FAO on 13 6150.

# Allowable Absences

You can be paid for any absence from approved care your child attends for up to **42 days per child per financial year.** Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences. Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees have been charged for that day for the child. You can access your child’s absence record on your online statement by selecting '**View Child Care Details and Payments**' on your [Centrelink online account](http://www.humanservices.gov.au/customer/subjects/self-service). You can also do this using the [Express plus Families mobile app](http://www.humanservices.gov.au/customer/services/express-plus-mobile-apps)

# Regulatory Authorities

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

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

# Service Closing Time and Late Fees

Please be aware the centre closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee is incurred for children collected after 6.00pm. The fee is $15 per child for every 5 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the centre until all children are collected.

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

# Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is maintained at all times. In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child’s file at any time, or request a copy of information in the file.

# Service Policies and Procedures

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

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances. We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family’s needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

# Enrolment Information

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the bond.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated or certified supervisor of any changes either using the “Family Lounge” or in person relating to enrolment information including:

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

It is essential that we have copies of your child’s birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child. Please note that admission of your child is confirmed only after we receive the bond.

# Goals for your child at our Service

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

*Maria Montessori*

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

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9). We will create a range of short- and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

* Mutual respect and empathy
* Concern and responsibility for self and others
* A sense of self worth
* Social awareness
* Importance of sustainability
* Self-discipline
* Habits of initiative and persistence
* Creative intelligence and imagination
* Self-confidence as an independent learner
* A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children’s first and most influential educators. To facilitate this effective communication, Communication books are placed in every room.

# Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia’s ﬁrst national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children’s learning from birth to Five years and through the transition to school.

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

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

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

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

# Early Years Learning Framework

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

**Belonging**

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

**Being**

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

**Becoming**

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

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

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

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

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

**Outcome 3: Children have a strong sense of wellbeing**

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

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

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

**Outcome 5:** **Children are effective communicators**

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

# Portfolios

Every child will have a personal, confidential portfolio comprising of;

* Child’s Profile
* Goals from families and Educators
* Observations
* Objectives for further development
* Work samples
* Checklists

The individual child’s portfolio is maintained and used as a direct tool for evaluation and future planning within the Service’s program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child’s portfolio at the end of the school year or as they finish at the Service.

The portfolio will be used in parent/Educator meetings throughout the year and is always available for you to review at your convenience.

Educators will also prepare “Learning Journey “observing and jotting details of every child enhancing their strengths and interests.

# 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.

You can be involved in the Service’s Family Committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child’s Educator at a time that suits you throughout the year and offer email, Facebook, Newsletters, Journals and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child’s goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child’s experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available at reception, the office and parent library. You are welcome to take a copy home and review at your leisure.

**Family Skills, Interests and Talents**

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child’s interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can’t always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

**Your Occupation or Hobby**

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

**Your Home Culture**

Your home culture is most welcome in our Service. We would greatly appreciate if you 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 day for reading.

**Recyclable Items**

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

**Special Events**

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

**Suggestions**

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service please let us know. If you have any concerns, please see your child’s educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

# Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child’s day. Our preferred method of communication with parents is using “Storypark” however we have many other types of communication we use including:

* 🗸 Newsletter
* 🗸 Phone calls to your work
* 🗸 Emails
* 🗸 Letters
* 🗸 Face to face
* 🗸 Family weekend forms
* 🗸 Mid-year and End of year interviews
* 🗸Formal meetings

# Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting a child.

# Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure. The times must be noted. No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor. We change our door code every month and send the information using Storypark.

# Preparing your child for pre-school

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the Service in the company of a family member three (3) times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period. While orientating the parent is requested to stay within the premises of the centre as the child is not in our rolls.

If your child is reluctant to attend, please discuss this with their assigned Educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing the following books you can read to your child prior to starting. ‘Preschool Day Hooray’ By Linda Leopold Strauss, ‘Maisy goes to Preschool’ by Lucy Cousins, ‘What to expect at Preschool’ by Heidi Murkoff and ‘I love you all day long’ by Francesca Rusackas.

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

# Saying goodbye

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

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven’t had the opportunity to say goodbye. This gains 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 that we will ring you if your child is distressed.

# What to bring to the Service

**Backpack**

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

**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 him/her.

**Babies**

Please bring labelled bottles for the babies. We sterilize the bottles in our centre. Babies milk powder can be brought and labelled. Other items which should be bought are babies sleep bag, dummy if required. Unsuitable shoes are thongs and gumboots and we prefer that these are NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops and hats that are broad brimmed are essential for effective sun safety.

We are an allergy awareness Service, please do not bring food such as biscuits, nuts, sweets or chips or flavoured milk, fruit juice or cordial in bottles as nutritious meals, snacks, milk and water are provided. For more information please see the Nominated Supervisor or one of

**Spare clothes**

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

# Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. We also request that any toys that belongs to the centre should be bought back to the centre.

# Behaviour Guidance

Educators follow a Behaviour Management Policy 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 Educators and refer to the policy book.

# Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

* Develop strong bones and muscles,
* Improve strength and balance
* Develop Flexibility and coordination
* Develop Fundamental Movement Skills
* Develop spatial awareness
* Develop mathematical concepts
* Be confident as they learn to control their bodies and understand their limits
* Learn to cooperate and share with others
* Promote healthy growth and development

# Sustainability

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

# Rest and Sleep

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child’s rest or sleep needs with Educators.

# Birthdays

It is very exciting for a child to be having a birthday. Due to children s allergies and intolerance we would not like any food prepared outside our service to be served within the premises. However, we do make cupcakes to celebrate our children special day. This allows all children to be included and stay healthy*.*

# Family Photo

We have in all rooms a Family Wall. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

# Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer’s recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application. A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child’s bag every day regardless of the weather conditions.

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

Our service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

* To try and prevent the spread of disease, please monitor your child’s health and watch for:
* A runny, green nose
* High temperature
* Diarrhoea
* Red, swollen or discharging eyes
* Vomiting
* Rashes
* Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child’s parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child’s emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child’s bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

# Infectious Diseases

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

|  |  |
| --- | --- |
| Condition | Exclusion |
| Hand, foot and mouth disease | Until all blisters have dried. |
| Hib | Exclude until medical certificate of recovery is received. |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness. |
| Herpes – cold sores | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible. |
| Influenza and flu-like illnesses | Exclude until well. |
| Measles | Exclude for at least 4 days after onset of rash. |
| Meningitis (bacterial) | Exclude until well. |
| Meningococcal infection | Exclude until adequate carrier eradication therapy has been completed. |
| Mumps | Exclude for 9 days or until swelling goes down (whichever is sooner). |
| Poliomyelitis | Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery. |
| Rubella (German measles) | Exclude until fully recovered or for at least 4 days after the onset of rash. |
| Salmonella, Shigella | Exclude until diarrhoea ceases. |
| Streptococcal infection  (including Scarlet Fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well. |
| Tuberculosis | Exclude until a medical certificate from an appropriate health authority is received. |
| Whooping Cough | Exclude the child for 5 days after starting antibiotic treatment. |
| Worms (intestinal) | Exclude if diarrhoea present. |

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

# Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Subsidy and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements. Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

# Medication

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless the service is provided with written authorisation by a doctor. Medication can only be administered to a child by Educators from its original packaging with pharmacy instruction sticker. On arrival at the Service families, must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children’s bags.

# Allergies or Asthma

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

The Service requires an Action Plan filled in by your Doctor to assist in managing your child’s needs. The Action Plan is to be updated every 6 months.

# Accidents

The nominated supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers. An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

# Emergency Drills

Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan will be displayed in every room.

# Children’s Safety

* 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 and laundry areas.

# Workplace Health and Safety

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

# Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators’ meetings. Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children’s learning and development. They are encouraged to attend further professional training and development.

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

# Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and your responsibilities to the Service.

I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

|  |  |
| --- | --- |
| Family Name |  |
| Parent Name |  |
| Child/ren’s Name |  |
| Parent Signature |  |

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

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***Have you completed the orientation evaluation? Please circle Yes/ No***