

Tom Thumb Kindergarten

Parent Handbook

Ruby Road, Gymea

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Welcome to Tom Thumb Kindergarten

The Management and staff of Tom Thumb Kindergarten would like to welcome you and your child to our centre. Tom Thumb Kindergarten has been family owned and operated since 1987, and we warmly welcome your family into ours the moment you start care.

For many children this will be their first time away from family and friends, so it is important that your child, and yourself, feel comfortable and secure in their new environment right from the start.

It is therefore necessary for you as parents and us as educators, to work together sharing information about your child and the centre, so that the transition from home to the centre is as smooth as possible.

Our aim is to achieve the highest quality care for your child.

The Parent Handbook outlines important information you will need to be aware of while you are part of our Service family. Please take time to read over this booklet and ask questions about matters you may not fully understand.

Our Service has an open door policy. You and your family are welcome to visit the Service at any time.

We look forward to sharing your child's early years with you and your family.

Contact Persons:

Approved Provider: Tom Thumb Kindergarten Pty Limited

Nominated Supervisor: Carly Glasgow

Certified Supervisors: Please refer to documentation displayed in entry way

Educational Leader: Carly Glasgow

Our Philosophy

We would like to acknowledge the traditional owners of this land the Dharawal speaking people and pay respect to elders past and present.

As a provider of care and education for infants and young children, we will employ an approach of sensitivity by understanding each individual child's interests, needs and developmental stages whilst also considering the context of their family and culture.

We will adopt principles that nourish and foster development in all domains, (including physical, social, emotional and cognitive) within an environment that also caters for the health, safety and aesthetic interests of the children, their families, educators and the wider community. We aim to provide a program that encourages each child's learning in accordance with the Principles and Outcomes in the "Early Years Learning Framework: Being, Becoming, Belonging."

Our approach to planning learning experiences will allow for children's individual differences in all areas of development. It will also be guided by the children's interests in order to make their learning and development both meaningful and enjoyable. A wide range of open ended materials will be offered to the children to account for all developmental stages in terms of learning and understanding. The experiences offered to the children will challenge, stimulate and encourage the children to investigate, explore and learn whilst developing a sense of enjoyment and fun. Additionally, the children will be encouraged to interact with and explore materials from the natural environment to foster an interest in the world in which they live and encourage a sense of appreciation and responsibility of the natural world.

We will employ a variety of different teaching styles and techniques in order to cater for each individual child's learning style and temperament. Play is a valued part of our programme as we believe it provides the foundations and is the most effective catalyst for learning. Our educators view themselves as co-constructors alongside the children and view each child as a strong and capable learner. Children's learning and development will be documented in a variety of ways.

In order to plan successful learning experiences and to interact with children in sensitive and meaningful ways, we will make every effort to understand the nature of each child's background and culture. We will get to know who they are as a person (being) and the person

they are developing into (becoming), helping to convey the message that we appreciate and respect who they are as an individual and as a member of our community (belonging). This specifically involves the absence of discrimination against a child or family on the basis of ability, religion, gender, age, race, culture or national origin. Families are encouraged to be involved in our programme and parents and staff endeavour will work together and support each other. Families and educators will develop and maintain close links through open two-way communication. We acknowledge that families can provide invaluable information about their own children and our educators can share their knowledge and experience of child development. The centre will also aim to provide a network of support for families which include knowledge of external agencies, and support services in the wider community.

Guidance of children's behaviour will be approached in a way that is appropriate and meaningful to the individual child. The establishment of mutually agreed expectations will ensure consistency and enable children a sense of security and independence. At all times behaviour guidance will remain a positive learning experience, aiming to encourage a positive sense of self and to develop the children's respect for themselves, their peers, their educators and their environment.

All members of our centre community will work together to create a harmonious, safe, enjoyable and educational setting that makes every individual feel valued and appreciated for who they are. By establishing strong connections between home, the centre and the wider community, we will foster a sense of wonder, appreciation and support for all people and the world around them. This will build the foundations for lifelong learning and development.

Our vision statement

At Tom Thumb Kindergarten we will provide a high quality educational program that assists each child to develop in a holistic way as members of the wider community. We will provide an educational program within a nurturing environment that ensures each child, family and educator feels valued and included. We will utilise the latest developmental theory and guidelines on best practice and implement it into our program with specific emphasis on the important role that play has in facilitating child development and learning

Centre Staff

Our centre personnel are dedicated to providing you and your child/ren with high quality care and education. All educators have or are working toward Early Childhood Education qualifications and all staff participate in ongoing training to further develop their skills and knowledge. Administration staff are highly skilled specialists in childcare subsidy and oversee family communication.

A pool of relief staff are employed, ensuring children receive continuity of care while regular staff are away on holidays, etc.

Students from various universities, TAFE and colleges do attend the centre for observation work and/or work experience. These students are always supervised by one of our qualified staff and are not included in staff: child ratios.

The National Quality Framework

In December 2009, all Australian governments, through the Council of Australian Governments (COAG), agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care ('National Quality Framework') for most long day care, preschool/kindergarten, family day care and outside school hours care services in Australia.

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services and school age care through:

- the Education and Care Services National Law and the Education and Care Services National Regulations ('National Law and National Regulations')
- the National Quality Standard for Early Childhood Education and Care and School Age Care ('National Quality Standard')
- a national quality rating and assessment process
- streamlined regulatory arrangements

- a new national body jointly governed by the Australian Government and state and territory governments – the Australian Children’s Education and Care Quality Authority (ACECQA) – to oversee the new system

For more information about the National Quality Framework go to www.acecqa.gov.au

The Early Years Learning Framework (EYLF)

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (‘Early Years Learning Framework’) outlines practices to support and promote children’s learning.

The aim of the Early Years Learning Framework is to extend and enrich children’s learning from birth to five years and through the transition to school. The Framework will assist our service to provide children with opportunities to maximise their potential and develop a foundation for future learning success.

The EYLF conveys the highest expectations for all children’s learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

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

Our Educational Program

Age Groupings

Centre classrooms may be divided into the following groups:

- Infants
- Toddlers
- Preschool

Each staff member brings individual skills and experiences enhancing their unique teaching style. Therefore variations in classrooms will occur. The centre has a clear set of learning outcomes based on a philosophy established by educators and families incorporating early childhood education theories and practices, which form the basis of each classroom’s curriculum. Your child’s educator is available to discuss the curriculum and your child’s progress with you.

Curriculum

We aim to provide an Active Learning environment where children are free to observe, question, experiment and explore. It is important for children to experience being wet, dirty, noisy and messy. Children will be able to develop independence by knowing where to find things and being able to get things for themselves. They will also develop respect for themselves, and respect the needs and feelings of others, by feeling that they are an important part of the group. (Belonging)

By experimenting children can come to their own conclusions. Even if the conclusion or outcome is not what we, as adults, would expect, the process by which they have come to the answer has enormous value to their future learning.

Your child's educator is happy to discuss the activities your child/ren engage in on a daily basis and explain the important learning processes taking place.

Our educators reflect on the curriculum and their teaching practises on a daily basis. These reflections are available for parents to peruse. Our philosophy and policies have a strong influence on our curriculum and have been developed in conjunction with parents.

The children will be provided with opportunities to explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings. An understanding of our own heritage and the cultures of the world forms an important part of the curriculum. Photographs, pictures, puzzles, manipulative equipment, books, dolls, music and friends are incorporated to develop awareness of the variety of cultures which exist within our community. We also encourage the children, educators and families to acknowledge and celebrate the values of their own culture and the world in which they live.

Daily Activities

Our classrooms are arranged in learning centres. The format of each classroom stays relatively the same each day. This provides the children with stability and consistency. It also allows them to revisit experiences and to be empowered in their play by making choices and directing their own learning. These learning centres provide a variety of experiences for the children and aim to help the child develop in a holistic way. Throughout the day the children can make choices in each learning area. As the children's interests and strengths develop and change items may be added or changed within each learning area.

The learning centres within our classrooms may include but are not limited to:

- Construction Area: This area includes a variety of construction materials as well as dramatic play items such as cars, animals, dinosaurs, people and items from the natural environment.
- Book Corner: This is a comfortable, quiet area that children can access throughout the day with a variety of picture books for them to begin to develop pre-reading skills and to be read to.

- Cognitive Area: This area includes a variety of activities aimed at encouraging cognitive and language development. These activities include puzzles, matching games, letters and number games and many more.
- Sensory Area: In this area children are provided with the opportunity to engage in sensory exploration tasks. These include play doh, goop, sand play, water play, slime and a variety of items from the natural environment. E.g. Leaves, soil, branches, shells, etc.
- Art/Craft Area: Children are offered a variety of activities that allow them to express themselves creatively. These activities can be open ended individual or group tasks and should reflect the children's current interests.
- Dramatic Play Area: Our dramatic play areas are set up according to the children's interests and encourages the children to engage in pretend play.
- Drawing/Writing Area: this area provides the children opportunities to engage in open ended drawing and writing experiences. Pencils, textas, crayons, paper, number and letter cards, etc will be available for the children in this area.

Throughout the day the children will also participate in:

- Group time: This is an important part of each group's routine. It can involve either whole or small group times, for story and language development, show and tell, and for varied learning experiences that the children may show interest in.
- Music and movement: Music time is an important and fun part of the children's day. During this time the children are listening and responding to what they hear and isolating and developing body movements. A variety of musical instruments are also available for the children to explore and play. The dynamics of music are also explored, e.g.: rhythm, tempo, volume, etc. However, music is not just confined to this time and can often be heard throughout the day.
- Outdoor Play: The outdoor play area is conducive to developing gross motor skills such as climbing, running, jumping and throwing. Through these activities the children are developing gross motor strength, balance, spatial and body awareness and agility. Ball games teach children to throw, kick, roll or bat a ball at a random target. These activities assist in the development of hand-eye/foot-eye coordination.

Families and Educators working together

Open door Policy

As providers of Early Childhood Education, we should never underestimate the level of trust a parent gives to us when they place their child into our care. Establishing trust may take time and will rely on open and honest communication between all parties. Therefore, our centre has an **Open door Policy**. You and your family are welcome to visit our centre at any time. We encourage parents/guardians to consult their child's educators if they have any questions or concerns about their children. We want both children and parents to enjoy the time spent with us at Tom Thumb Kindergarten. Your child's happiness, safety and well being are our first priority.

Communication

We believe the best way to work with you and your child is by building a partnership of care. To do this we want you to feel that you are given lots of information about what is happening and that you are asked for your views.

There are a number of ways in which communication between the centre and families can occur:

- Face to face verbal interaction at arrival and departure times.
- Regular newsletters which will be sent home via email
- Notice boards, where various messages and notices are displayed advertising current issues and upcoming events.
- Whiteboard in the nursery, alongside Storypark, promote a sharing of information about the children's day.
- Access to the centre's "Storypark" app which documents your child's day, and progress and gives you the opportunity to communicate directly with your educators and contribute to class topics of interest.
- Tom Thumb Kindergarten Facebook page
- Scheduled parent meetings are held as required where parents can raise any issues or topics they feel relevant and contribute to decision making.
- Occasionally, Educators will ask parents to complete short surveys in order to maintain up to date records and seek parent feedback on various topics.
- Policies will be regularly reviewed in a variety of ways (sign in area, newsletters) to enable parent comment on Service practices.

Grievances, Complaints and Feedback

Open communication between the service and families in our care is paramount. If for any reason you are not happy with the Service's level of care or care environment we want to know immediately. You can discuss this with Educators or write an email. When any matter is raised the service will be following our Grievance Procedure Policy. Service Policies are made available to parents.

If you feel that your concerns are not adequately addressed please contact:

- **NSW Early Childhood Education and Care Directorate**
Telephone: 1800 619 113 (toll free)

ececd@det.nsw.edu.au

This is the appropriate and industry wide method of seeking help and dealing with your childcare enquiries. Defamatory statements made on social media will be taken seriously and result in legal prosecution and exclusion from all services beneath the Tom Thumb umbrella.

Social Media

Please respect that the Service does not recommend staff to have families as friends on their private social media account.

We operate an open Facebook and Instagram page to disseminate information to all families and potential families. We encourage you to like this page to keep up to date with important updates and information. There will be no identifying information (ie photographs of children's faces) put on to this page without the explicit approval of parents beforehand.

Enrolment

Our aim is to ensure that your enrolment at the Centre is a positive experience for both you and your child. When you visit the Centre you will be given an enrolment package. A Centre representative will discuss important information including Centre Policies, Daily Routine for your child's room and the Curriculum.

Please complete all sections of the enrolment form and return it to the centre as soon as possible. The information you provide to us is extremely important and will remain confidential at all times. Please ensure you notify the service immediately of any updates to your contact details and circumstances.

On your enrolment form you are required to nominate specific days. The centre will do its best to accommodate all enrolment applications, however if places are unavailable at the centre you have chosen we may be able to offer you a position at our other centre. This will depend on availability.

A non-refundable \$100.00 booking fee per family is required to cover administrative costs.

A minimum of two days care is suggested to support your child's involvement in the curriculum and to assist in the development of their friendships, but the centre does offer 1 day per week care for your child if that suits your family.

Orientation

We encourage you to bring your child in for an orientation session prior to commencing at the centre. This enables your child to become familiar with their new surroundings and educators. Please allow sufficient time to meet your child's Educator's to discuss your child's integration into the group.

Our Educators understand it is difficult for parents to leave their child for the first time, and encourage parents to call throughout the day to check on their child's progress.

Listed below are some suggestions to assist you:

- Say “Goodbye”
- Do not prolong the farewell.
- Reassure the child that you will be back in the afternoon
- Always let staff know that you are leaving. This will signal staff to give a little extra support to your child should they require it.
- Allow time so your child can show you things/places that interest them on arrival and departure.

Notice of withdrawal of your child from the centre

If you no longer require care for your child, four (4) week’s written notice is required, otherwise 4 weeks fees (at the full rate) are required in lieu of notice. Please take note that if your child does not attend the centre during the notice period Child Care Subsidy cannot be claimed and full fees will be charged. As our fees are paid in advance, this may result in a resettlement of your account when Child Care Subsidy has been balanced and withdrawn from your account.

The 4 week notice period applies to changes that are made at the end of the calendar year. The notice period is not inclusive of our 2 week annual closure. If your child is not continuing with care into the next calendar year, please notify the service in writing 4 weeks before the date of our annual closure, or fees will be generated at the beginning of the new year to bring you to the end of your notice period.

Family Skills, Interests and Talents – Parent Participation

We welcome all family members to our Service and we encourage when possible for families to be involved in your child’s program. There are many ways for your family to be involved. We understand that our busy lives can’t always afford time, however any contribution no matter how big or small is very much appreciated. Here are just a few ideas.

Your Occupation

We welcome all parents to the Service to talk about their occupation or hobby. Everything parents do interest children and these talks are the best educational resources you can provide for the Service. After occupational discussions we use it in our programming and the ideas explored from parent talks can last for weeks.

Your Home Culture

Your home culture is most welcomed in our Service, and we would greatly appreciate it 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.

Useful Junk

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 due to hygiene and allergy procedures) Paper or anything interesting from your workplace is much appreciated.

Family Photos

Our aim is to create a warm, friendly and homely environment. One way we like to achieve this is by having family photos displayed. Please bring in a copy of your family for us to display in the room.

Concerts and Special Events

Our Service organises special events throughout the year. Details of upcoming events will be provided to parents via newsletters, storypark, listed on the whiteboards in each classroom and notice boards in the entry way.

Suggestions

If you have any other suggestions or ideas on how we can work together in the Service, please do not hesitate to discuss these with an Educator or send via email.

Celebrations

We encourage parents to let their children share special celebrations with us at the centre. If you would like us to celebrate any occasion with your child please talk to an educator. One such event could be your child's birthday. To celebrate your child's birthday, you are welcome to bring along a cake. Please be aware that all Tom Thumb Kindergarten premises are "nut free zones" so please do not bring or make any products containing or derived from nuts. Please provide a full list of ingredients for any food provided from home.

Personal Possessions

A comfort toy or security item are acceptable items for rest time. It is appreciated if toys or valuables from home are not brought to the service. Such items have a habit of being lost, "borrowed" or accidentally broken and it saves a lot of heartache if these items are left at home. Any possessions brought to the Service from home must come entirely at the parent's own risk with regards to breakage or loss and Educators will not be held responsible.

We do encourage children to bring nature items and other items of general interest that may revolve on a current topic of interest.

Clothing

Parents are advised to send their children to the Service in comfortable, inexpensive clothing. The children need to be able to move around during play and should be unimpaired by clothing. While paints, etc should come out in the wash, accidents do happen so it is best to send the children in their "less than good clothes". Your children enjoy and need "messy" play with paint, clay, sand, water and mud.

The Service only has a limited supply of spare clothing. Please supply at least one full change of clothing, in case of accidents, for 3- 5 year old children. Please ensure that babies' and toddlers have at least two changes of clothing and an adequate supply of nappies. Children who are toilet training will require more changes.

The clothing preferences of each child will be respected.

Clothing Safety

Please do not dress your child in clothing with cords e.g. shorts, hats, etc. As these have the potential to become caught on equipment and may cause serious harm to your child.

Guidance and Behaviour Management

Educators follow a Behaviour Guidance Management Policy which extends across the whole Service giving consistency of expectation in all classrooms. This policy allows children to develop self discipline, a respect for others and for property and respect for self.

The policy aims are:-

- To give all children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual, along with honesty in dealing with peers and caregivers.
- To be taught to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour
- To encourage the individual social development of each child.

If you require any information on Behaviour Guidance please ask an Educator and also refer to the policy folder.

Rest and Sleep

Rest time routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide cots for children under 18 months old and mattresses for older children. Children who do not sleep in a cot may wish to bring a security item, pillow or blanket to have at rest time.

Please understand that SIDS guidelines recommend that no comfort items be placed in the cot of a sleeping child. It is for this reason that children sleeping in cots will not be able to sleep with a comforter of any kind.

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

Food, Nutrition and Beverages

Our service aims to promote healthy lifestyles, good nutrition and the wellbeing of all of children, educators and families using procedures and policies. We also aim to support and provide adequately for children with food allergies, dietary requirements and specific cultural and religious practices.

The services menu has been devised by Kids Gourmet Food a Gold licence caterer who has been accredited by the Restaurant and Catering Association of N.S.W. These menus meet the recommendations of the Australian Government Healthy Eating and Physical Activity Guidelines for Early Childhood Settings and the Dietary Guidelines for Children and Adolescents in Australia.

The meals will provide a variety of breads, dairy products, proteins, fresh fruit and vegetables, fats and oils.

The menu will show a selection of food from other cultures.

If your child has any specific dietary requirements; e.g. religious, cultural, medical or if you have an infant attending the service, please ensure that you inform Educators so the appropriate meals can be organised.

We support breastfeeding. Families that are breastfeeding should speak to the educators to be aware of our policies on storing and serving breast milk, or for provision of a comfortable place to feed your child on site.

If your child is bottle fed, please ensure that the service is provided with adequate bottles and formula. These items are to be clearly labelled with the child's name before being given to an educator for storing.

Labelling of Belongings

Please ensure all belongings are clearly labelled with your child's own name. This includes all clothing items, shoes, dummies, bottles, etc. Lost property will be displayed for parent collection in your child's classroom before being placed into the central lost property bin. Parent cooperation in labelling assists the Service in keeping your child's belongings together.

Lockers

Each child is allocated a locker. Please place bags, etc in your child's locker each day and take home all belongings at the end of each day.

Health & Safety

The Service provides a healthy and safe environment for children, Educators and families to grow and develop in – as such the Service has a health and safety and hygiene policy regarding illnesses and medications. Children with contagious illnesses are required to be kept at home and a doctor's certificate must be presented to show that the infection cannot be passed when the child returns to the Service.

Illness

Our Service is committed to providing and maintaining a healthy environment to safeguard children, and Educators from infection.

If your child is unwell or showing signs of an infectious or contagious disease, we will contact you immediately and you will be required to collect them from the Service. **PLEASE DO NOT SEND YOUR CHILD IF THEY ARE UNWELL.**

It is the policy of the Service not to admit any child who has an infectious disease. We require a doctor's certificate stating that they are no longer infectious before they can be re-admitted to the Service. However, the Service Director may override this if deemed necessary.

Please notify the Service if your child has been exposed to or has an infectious disease. We will advise parents of an infectious disease in the Service by placing a notice on the whiteboards in each classroom and also at the entry way to the Service.

Medication

Educators will be able to administer medication to children who are recovering from illness. A medication form must be completed and signed by parents before any medication will be given. All prescription medication must be prescribed for your child and not another family member. Medication must be in date and in its original container/packaging.

The medication must be handed to an Educator to store in a locked container in fridge. Please DO NOT leave medication or creams in your child's bag.

Any child who has commenced a prescribed medication must not attend the Service for 24 hours from the time of the first initial dose.

Asthma

The Service aims to provide a safe environment for children who have asthma. It is Service policy that an "Asthma Action Plan" be completed by parents/guardians in consultation with the family doctor. It is also a requirement that the Action Plan be reviewed by your family doctor annually. The Action Plan must be completed before enrolment commences.

Anaphylaxis

We are an allergy aware service. Please inform an Educator if your child has any allergy. An Anaphylaxis Management Plan and Epi-pen must be provided for any child whose allergy may result in the use of an Epi-Pen.

Immunisation

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

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

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR). We kindly request that you send us a copy of your child's immunisation certificate each time they receive a new vaccination.

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

Please see the immunisation schedule on the department of health webpage :

<https://www.health.gov.au/resources/publications/national-immunisation-program-schedule?language=en>

In line with health recommendations we support and encourage all staff and families in our care to receive the annual influenza vaccination. Influenza can be serious in children and the vaccine

is free for children between 6 months and 5 years. More information can be found here - <https://www.health.gov.au/topics/immunisation/vaccines/influenza-flu-vaccine>

Sun Protection

All of our Services have been recognised by The Cancer Council of NSW as being “*Sun Smart*”. Parents are requested to assist us to promote a positive attitude towards skin protection and take effective measures to ensure the children’s safety from the sun. Please provide a wide brim hat to wear during outside play and ensure your child wears “sun smart clothing” e.g.: no singlet tops, short skirts, etc. Parents are required to apply sun cream either before or on arrival at the Service. Educators will ensure that each child has a suitable hat on before going outdoors and will reapply sun cream as required throughout the day.

Accidents

In case of an accident or illness occurring at the Service, an Educator will contact parents if deemed necessary. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact details and telephone numbers. An incident report will be completed, outlining the accident and a copy will be provided for parents to sign.

Emergency Drills

Throughout the year the Service will hold emergency evacuation drills which occur at any given time throughout the day. If you are present during the evacuation drill, you will be required to participate in the procedure. These are carried out in a well-organised and orderly manner. Educators are trained in using the fire equipment at the Service. An emergency evacuation plan will be displayed in every classroom.

Using the Service Safely

For the safety of all children, families, visitors and staff please adhere to the guidelines below.

Never leave children unattended in cars while dropping off or collecting children from the service.

Always hold your child’s hand when arriving and departing from the Service.

Never leave a door or gate open.

Never leave your child unattended in a classroom. Always ensure that you have acknowledged your child’s presence and departure from the centre to an Educator.

Children and parents are not permitted to enter the Kitchen/Laundry area.

Children may only be collected by those persons who have been nominated on the enrolment form. If a person who has not been nominated is collecting your child, you are required to inform the service and the person will be required to provide suitable photo identification on their arrival at the service.

Custody arrangements/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 their child. Parents must notify the service immediately if legal circumstances change.

Keep Them Safe (Child Protection)

As mandatory reporters, Educators are required to notify the Child Protection Hotline when they suspect that a child is at significant risk of harm. The service has a child protection policy that identifies the types of behaviours and offences which result in significant harm to a child or young person.

Our service is committed to the Keep Them Safe Goal that “all children in NSW are healthy, happy and safe, and grow up belonging in families and communities where they have opportunities to reach their full potential”.

Confidentiality Guidelines

Our service acknowledges and follows confidentiality guidelines as outlined by the Australian Children’s Education and Care Authority National Regulations and the Australian Childhood Association Code of Ethics. These guidelines are abided by in every policy, procedure and practice.

Information regarding hours of operation, fees and holidays

Hours of operation

Service hours are;

7:00 am to 6:00 pm – Ruby Road Service

Monday to Friday, 50 weeks per year.

Fee schedule

Please refer to your enrolment information.

Booked Days

On enrolment you are required to inform the service of permanent days required. Please speak with your Service Director if you need to change these days. Some notice may be required to alter days and whilst we will do our best to accommodate, this may not always be possible.

Fee structure and payment

Fees are payable 1 week in advance. If your fees are not paid, your child’s enrolment may be terminated.

Payments are made using “EziDebit” – an external direct debiting system. Please refer to the Ezi Debit information in your enrolment pack.

Child Care Subsidy (CCS)

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

1. Combined family income
2. Activity test for both parents
3. Service type

The use of Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through MyGov. Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering, and the types of childcare your family uses.

Allowable Absences

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

Public holidays will be counted as an absence. Your child's absences (per financial year) are shown on their fortnightly statement. If you have transferred over from another eligible service, the absences will transfer with you, and will reset at the beginning of the next financial year.

Sick days, public holidays and family holidays

Please notify the service if your child is sick or unable to attend. If your child has been absent for more than two (2) weeks without notification, we are unable to hold your child’s position.

Public holidays and absences due to illness or family holidays must be paid for and there are no make-up days.

Late Fee

A late fee of \$10.00 for the first 10 minutes or part thereof and \$1.00 per minute after 6:10 pm will be charged to any family who has not collected their child from the centre prior to 6:00 pm.

Annual Closure

The service will close for two (2) weeks at the end of each year. Specific dates will be notified in the centre newsletter. During this annual closure fees are not payable.

Important Contacts and Information for families

The service provides families with current information on child and family resources and services accessible in the local community.

Our service has a parent library with resources you may find helpful

ACECQA is the new national body ensuring early childhood education and care across Australia is high quality.

Email: enquiries@acecqa.gov.au

Telephone: 1800 181 088

NSW Early Childhood Education and Care Nominated Supervisorate

Telephone: 1800 619 113 (toll free)

Email: ececd@det.nsw.edu.au

Raising Children Network

The Australian parenting website: comprehensive, practical, child health and parenting information and activities covering children aged 0-8 years.

www.raisingchildren.net.au/