



# Braidwood

Early Learning Centre

## FAMILY HANDBOOK

Quality Area 6: Collaborative Partnership with Families

**Welcome** | Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care at Braidwood Early Learning Centre

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our 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 and you and your family are welcome to visit our Service at any time.*



## Braidwood Early Learning Centre Philosophy

At Braidwood Early Learning Centre Children are at the forefront of everything that we do as Early Childhood educators and teachers, we view children as capable, inquisitive and inspiring individuals.

Children are respected for their voices and opinions as they are an integral member of the community. Our goal is to support children in developing an understanding of themselves, the world around them and their place within it.

We strive to create learning environments that encourage curiosity, independence, exploration, and a sense of belonging.

At Braidwood Early Learning Centre, we believe children learn in an environment that provides opportunities for play-based learning, socialisation, observation and expressing themselves with others. Our learning environments focus on individual children's strengths, interests and developmental needs.

At Braidwood Early Learning Centre, we strive to build a strong sense of community spirit by establishing respectful and collaborative partnerships with families and the broader community. We ensure to embrace the cultures, knowledge, and individuality that families bring to our learning community.

We believe in working together as a team to support each other's wellbeing and to create a culture of kindness and respect, everyone's knowledge, views and ideas are continuously encouraged and evolving through reflective practice and professional development.



## Welcome

Braidwood Early Learning Centre (BWELC) caters for children aged 6 weeks to 6 years. We are open from 7.30am to 6.00pm Monday to Friday, 52 weeks a year and closed on New South Wales public holidays.

Notice will be given when these days occur.

We are a family-owned private and purpose-built Long Day Care Centre which include Long Day Care and a Preschool Program for the 4-6 years.

Please read this handbook as it is required by our enrolment policy.

We look forward to getting to know your child/ren and family, if you have any questions regarding this Handbook, please contact us on 0421 492 780 or 0439 768 823 or email [info@braidwoodearlylearningcentre.com.au](mailto:info@braidwoodearlylearningcentre.com.au)

We have three learning environments, approximately working within these age guidelines.

- Birth to 3 years room
- Three to six years room

## We Will Provide:

- An environment, which is fun, safe, inclusive, nurturing and a primary mode for learning.
- An educational play-based curriculum that links to the Early Years Learning Framework. This curriculum will foster each child's uniqueness and development in areas of physical, social, emotional, cognitive, and creative growth.
- A wide-ranging program that will encourage the children to be interested in and respect the world around them including the close community.
- An environment where team members feel respected and trusted and a place where effective team relationships are developed, encouraging team members to give the best that they can to not only each other but to the children and parents.
- A service where parents feel welcome to share knowledge, ideas and beliefs with team members.
- Successful transition to school programs between our Preschool and our local Primary Schools



## Contact Information

Phone: 0421 492 780

Email: [info@braidwoodearlylearningcentre.com.au](mailto:info@braidwoodearlylearningcentre.com.au)

## Management Structure

Nominated Supervisor: Lisa Dixon

Director: Jessie O'Neill

Operational Manager: Doreen Levensmith

Administration Officer: Caroline Sinclair

## Fees

Our full daily fees:

0- 3 years \$130

3-6 years \$110

Cost of fees per day before Child Care Subsidy (CCS) has been applied. This amount is subject to change to reflect increased costs. Families are required to complete the online Child Care Subsidy assessment via myGov website prior to starting at the service. This will determine your eligibility and level of Child Care Subsidy entitlement.

On enrolment, we will need the CRN of the person linked with the child, along with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy. We also require a copy of the child's

## Statement of fees

Each week we will send you a statement via email. Please check these statements to ensure all details are correct and accurate. If there is any discrepancy, please contact the Nominated Supervisor as soon as possible. Families are provided with access to Hubhello to access account information. Each family will be provided with individual log in details, families are reminded not to share passwords or log in details. Families are encouraged to check statements and invoices for any changes to CCS entitlements.



## Payment methods

Parents/guardians are given a Direct Debit form to complete upon enrolment. Fees will be deducted weekly. Fees must be paid via Electronic Funds Transfer (EFT) or Direct Debit only.

Please note that additional charges will apply for any failed transactions as a result of insufficient funds.

## Bonds

A Bond payment is required at \$250.00 per family prior to your child/ren's first day.

## Childcare Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which includes:

- Combined family income
- Activity test for both parents
- Service type

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 type of child care your family uses.

How to claim CCS | <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy/how-claim>

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

## Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details



and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the MyGov website.

## Service Closing Time and Late Fees

Please be aware the centre closes at 6:00 pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00 pm. A late fee is incurred for children collected after 6.00 pm.

The fee is \$5.00 per minute per child and will be added to your next invoice. The late fee is strictly adhered to, as two educators are required to remain at the centre until all children are collected. Please contact the centre if you are running late and no other collection arrangement can be made.

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.

Persons authorised to collect your child will be released into their care only when a parent has personally contacted the centre prior to pick up, either prior to or on the day. This is in addition to signing the authorisation and the enrolment form. Only persons authorised in writing will be allowed to collect your child. Persons not known to centre educators will be asked for photo identification, the photo identification will be copied and placed onto the child's file.

## 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 weekday, 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. You can also do this using the Express plus Families mobile app.



## Our Commitment to Child Safety

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

Our staff carry out their responsibilities as mandatory reporters as required by law and maintain up to date with knowledge of child protection law and child protection training.

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

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

Lisa Dixon ph: 0439 768 823

## 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 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:

### NEW SOUTH WALES

Early Childhood Education Directorate

NSW Department of Education      phone: 1800 619 113

Locked Bag 5107 PARRAMATTA NSW 2124

[www.education.nsw.gov.au/](http://www.education.nsw.gov.au/) email: [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)



## Service Policies and Procedures

You will find a copy of our service policies and procedures in the office, and on Hubhello. (Log in to the Hubhello App. Click on the heart icon. In quicklink, click on “Locker”. At the bottom right of the dropdown bar, click on “Vault”. You will find service policies and service philosophy). We expect our staff, educators and families to always adhere to our policies and procedures to ensure we maintain compliance and abide 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.

Collaboration and feedback from families are welcomed.

## 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 Educators and staff

We meet all requirements in relation to the child to educator ratios and the qualifications of our educators. All educators will hold First Aid qualifications (trainees once completed), have Working with Children Checks completed and attend educators’ meetings, and more often if needed. We have Certificate 111, Diploma and ECT qualified educators along with staff who are working towards their qualifications.

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 Director.

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





## National Quality Framework

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

Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

## Educator to child ratios (NSW)

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This provides us with flexibility to respond to children's interests and needs at different times during the day.

### AGE OF CHILDREN:

### EDUCATOR TO CHILD RATIOS:

Birth to 24 months	1:4
Over 24 months and less than 36 months	1:5
36 months up to and including preschool age	1:10

## Early Years Learning Framework (EYLF)

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 take 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, dispositions, 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.

*The diversity of family and community life in Australia means that children experience belonging, being and becoming in many ways. They bring their diverse experiences, home languages, perspectives expectations and cultural ways of knowing, being and doing to their learning. Educators understand, respect and work with each child’s unique qualities and capabilities. Children’s learning, development and wellbeing are communicated through 5 Learning Outcomes.*



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

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable and confident self-identities and a positive sense of self-worth
- 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 connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- 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, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

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

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, 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 digital technologies and media to access information, investigate ideas and represent their thinking



## 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 educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that 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.



## 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, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning.* (Early Years Learning Framework V.2.0. 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
- respect for diversity
- importance of sustainability
- self-discipline and self-regulation
- 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.



## Individual Child Programs

Every child will have a personal, confidential digital program comprising of:

- Goals from families and educators
- Objectives for further development
- Work samples
- Cycles of planning and learning
- Photos of engagement with other children and the educational program
- Checklists for meals, sleep times, bottles, nappy changes etc.

The individual child's program is maintained and used as a direct tool for evaluation and future planning within the service's program. Your child's program is viewed online with the Kinderloop app.

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

## 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.

We have many types of communication we use for families, which include:

- Kinderloop
- Phone calls to your work
- Emails
- Letters
- Face to face
- Family feedback forms and surveys
- Mid-year and end of year interviews
- Formal meetings

Kinderloop | <https://kinderloop.com/>



## Enrolment Information

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay a bond of \$250, hat \$13 and sheet set \$45 if needed. (Sheets can be brought in from home also, they must be a fitted elasticised cot sheet for younger children)

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify in writing the Director of any changes to enrolment information including:

- Address
- Health including immunisation and medical conditions
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.
- Bank direct deposit

It is essential that we have copies of your child's Medicare card and immunisation schedule. We are also required to have certified copies of any court orders relating to the child.

## 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 as part of the required enrolment documentation and request that if situations change, a copy of the 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.



## Inclusion of all children

If your child has a disability, please speak to our Director 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 National 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 (ISP) to assist your child's access.

## Arrival And Departure

For safety and security reasons ALL children must be signed in on arrival and signed out on departure. We use Electronic Sign In (ESI). Families will be issued with a PIN on their first day unique to them to be able to sign your child in and out of the service. Authorised persons to collect children will have their own PIN. The Electronic Sign in PIN must be entered by a parent or authorised person 16 years or over. Children must not enter the PIN into ESI.

No child will be allowed to leave our service with a person who is not stated on the enrolment form, parents must notify the centre on the day that an authorised person is coming in to collect a child. This is strictly adhered to unless prior arrangements have been made with the Nominated Supervisor.

## Authorised Nominees

You will be requested to provide 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 of your child by an ambulance service
- provide consent to go on an excursion.





Please understand that 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.

## Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required.

Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen®), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our service to transport your child or arrange transportation for your child.

This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.

## Excursions/Incursions/ Bush Kindy / Regular Outings

Excursions are an important and valuable part of learning in early education.

They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions.

We provide parents with information about the excursion / incursion in advance and require written authorisation for each child to participate on an excursion / incursion or regular outing.



## Photographs, social media, promotion

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

Photographs and video may also be used as part of our observation and programming process.

## 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 of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA 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 Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require 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.  
(Australasian Society of Clinical Immunology and Allergy) (ASCIA).

## Withdrawal from care/Reducing Enrolment Days

We require 2 weeks written notice to withdraw and/or reduce enrolment days for your child/ren from any permanent booking. Please ensure notification is submitted in writing by emailing [info@braidwoodearlylearningcentre.com.au](mailto:info@braidwoodearlylearningcentre.com.au). 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.*



## 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 the service in the company of a family member 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.

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 care. 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 that 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.

## What you need to bring

### 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 all their belongings and is clearly labelled.

### SPARE CLOTHING

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

Please label all your child's belongings and clothes, including spares. Labelled items are easy to return to owners.



## LUNCH AND SNACKS

We ask families not to bring foods high in sugar such as chips, chocolates and biscuits or any foods with nut products.

## MORNING TEA

We encourage healthy eating in line with our Munch and Move program which is a NSW Government initiative. Please provide foods including fresh or dried fruit, cheese and savoury crackers, yoghurt, and vegetable sticks such as carrots, celery and cucumber. We often discuss our responsibilities to make environmentally responsible decisions with the children, so we encourage families to pack morning tea and lunches using as little plastic packaging as possible. Please label your child's morning tea and lunch with their name.

## LUNCH

Sandwiches and wraps are always popular for lunch and it's great if your child can access their food independently as it builds autonomy and self-help skills for transitioning to school. The educators are always there to help open things when needed and we love to talk about nutrition and relax in conversations with your children at this time. As we do not have the facilities or safe food handling qualifications, we are not able to cut food up for your child or heat anything. A refrigerator is available in all classrooms.

## DRINKS

Please bring a clearly labelled drink bottle that has a cover on the spout to prevent cross-infection. It is to be filled with water only. Children can access their drink bottles independently any time throughout the day and we actively encourage them to drink often and discuss how this helps to keep their bodies healthy and hydrated.

## RECOMMENDED DAILY INTAKES

Recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1



CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: Nutrition Australia <https://nutritionaustralia.org/fact-sheets/adgs-recommended-daily-intakes/>

## Please Note:

We are a NUT FREE centre. Please do not bring foods into the centre.

## 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. 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 experience 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 experiences 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 your 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.



## Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean and quiet area for mothers to breastfeed their infants or express breastmilk.

Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware on how we need the formula prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as they grow.

## Clothing

Please label all your child's belongings and clothes, including spares.

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

Unsuitable shoes are thongs and gumboots, and we prefer that these NOT be 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 use 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. On your child first day your child will receive a coloured hat. Each room has a different colour. An amount of \$13 will be charged to your account.

## Toys

The Service has an abundance of developmentally appropriate toys and equipment available 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.



## Behaviour Guidance

Educators follow a Behaviour Management Policy that extends across the whole service giving a consistency of expectation in all rooms. This policy allows children to develop self-regulation, 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 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. 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

## 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 mattresses 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 and you can indicate their requirements on their Care Plan and Parent Partnership Form.



## 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.

## Birthdays

It is very exciting for a child to be having a birthday. We provide a birthday cake for your child's birthday. If it is not your family culture to celebrate, please advise the educators in your child's room.

## Family Photos

We have a family tree or family belonging resource in all rooms. 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.

## Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Educators 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.

- SUN HAT





A sun protective hat must be worn every day when playing outside for protection against the sun.

Braidwood Early Learning Centre will supply and invoice a sun-safe hat to your child on enrolment. All children and educators must have sleeved shirts. Please, no singlets or shoe straps.



Braidwood Early Learning Centre is an Accredited Cancer Council facility.

## 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 the 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 Nurofen within 24 hours for a temperature. It is extremely important that educators are aware if a child has had either medication.

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.

Our full Incident Injury Illness and Trauma Policy is available on Hubhello

## Immunisation

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

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

- Is fully immunised for their age
- 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).

A current up to date immunisation schedule for your child must be held by Sunshine Bay Early Learning Centre.



## Medication

Educators can only administer medication to a child from its original packaging with doctor or 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.

## Incidents, injury or trauma

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 by an educator, the Nominated Supervisor and by the parent.

## Anaphylaxis, Allergies or Asthma

Parents of children with Medical Conditions will meet with service management to communicate and complete the Medical Conditions Management procedures.

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 that educators follow to minimise allergic reactions.

The service requires an Action Plan filled in by your doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

## Emergency and 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 an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.



## 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 evacuation plan will be displayed in every room.

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

## Mandatory Reporting

All our educators are Mandatory Reporters.

What is mandatory reporting?

Mandatory reporting is a term used to describe the legislative requirement for selected groups of people to report suspected cases of child abuse and neglect to government authorities.

## Children's Safety

Never leave your car running in the carpark – under no circumstances should a car be idling with the driver outside the vehicle.

- 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.

### CHILDREN'S SAFETY



**Never leave your car running in the carpark – under no circumstances should a car be idling with the driver outside the vehicle.**



## 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 or Work Health and Safety Manager.

## Privacy and Confidentiality

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

To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

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

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



## Confidentiality

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

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 the information in the file.

## Parent Acknowledgement

Please email the centre on [info@braidwoodearlylearningcentre.com.au](mailto:info@braidwoodearlylearningcentre.com.au) stating acknowledgement of the below or by signing our handbook acknowledgement.

*I/We have read this handbook carefully. I/We understand the commitment that you are undertaking providing education and care for our child, and our responsibilities to the Service.*

*I/we have completed the enrolment form at the Service and provided the required documentation for our child. I/We have read and agree to comply with the requirements set out in this handbook and in the Service's policies.*

*I/we agree to notify Sunshine Bay Early Learning Centre of any changes that may affect the education and care of our child (changes to court order, parenting orders, authorised nominees, Medical Management Plans, medication etc).*