

# Parent Handbook

## 2023

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## **Vision**

A community of learners where children, families and educators flourish.

## **VALUE STATEMENT**

**Excellence:** We demonstrate professional and educational excellence, by continuously improving our curriculum, practices, and relationships

**Inclusivity:** We will genuinely support, include and respect the individual and embrace diverse backgrounds, beliefs, cultures, family structures and sexual orientation

**Community:** We recognise the interconnectedness between our rooms, our families, our local community, and the community of educators

**Sustainability:** We deliver a service that is environmentally, financially, and socially sustainable

## **Mission**

We will facilitate learning through play and exploration by providing a safe, nurturing and developmentally appropriate environment where social interactions are encouraged.

We will support educators and families through training and development opportunities.

We will utilize 100% of revenue towards operating and improving the service and environment for children, educators and families.

We will explore integrating new technology, sustainable and innovative practices into the service.

## **Vision for reconciliation**

We acknowledge that the lands that we meet on today are the traditional lands of the Kaurna people and we respect Kaurna people's spiritual relationship with country. We also acknowledge the Kaurna people as the custodians of the greater Adelaide region and that recognise that their cultural and heritage beliefs are of continued importance today.

We pay our respects to Aboriginal and Torres Strait Islander elders of the past, present and emerging.

Our vision is:

- to build strong relationships with Aboriginal and Torres Strait Islander people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- to strengthen respect, actively value Aboriginal and Torres Strait Islander perspectives, foster belonging, and create unity amongst all.
- to acknowledge and recognise the histories and cultures of Aboriginal and Torres Strait Islander elders and traditional owners past, present and emerging.

Vision for LGBTQIA+ inclusion

Our vision is:

- to build strong relationships with LGBTQIA+ people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- to strengthen respect, actively value, support and advocate for our children, families and staff identifying as LGBTQIA+

### **ACKNOWLEDGEMENT OF COUNTRY STATEMENT**

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### **VISION FOR LGBTQIA+ INCLUSION**

Our vision is:

- To build strong relationships with LGBTQIA+ people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- To strengthen respect, actively value, support and advocate for our children, families and staff identifying as LGBTQIA+

### **APPROVED LEARNING FRAMEWORK- EYLF**

We believe that the provision of a warm, nurturing, and secure environment will support children's learning, and in turn contribute to a strong foundation for life-long learning.

We will ensure a curriculum is followed which is proven to support, enhance and develop all children to the highest potential. With this in mind, our service will commit to the Australian Early Years Learning Framework (EYLF).

*As written in the EYLF, from before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.*

As a service we commit to themes as written in the EYLF to the concepts of Belonging, Being and Becoming and will be guided by these in our provision of high quality care.

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

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

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

[https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

## **IN RELATION TO CHILDREN**

Each child is important and has individual needs and rights. We believe that children have a right to:

- always feel and be safe, physically, and emotionally
- be unique and express their ideas, creativity, and feelings naturally and freely
- a nurturing, learning environment which develops and extends their talents and adopts principles of equal opportunity and social justice
- a harmonious and well balanced programme which fosters the development of the whole child through the development of physical, social, intellectual and emotional skills.
- participate in all aspects of the curriculum in both indoor and outdoor learning environments
- Be included in the provision of curriculum, play and learning and modifications undertaken wherever necessary to ensure all children can equally access the service

We encourage:

- a sense of self-worth
- the formation of stable, caring relationships with Educators and other children
- the development of independence and personal responsibility
- an awareness and understanding of differences in culture, language, gender, age, needs and ability
- the development of problem-solving negotiation and self-help skills
- an awareness of and respect for our environment

## **IN RELATION TO PARENTS, CAREGIVERS AND FAMILIES**

We believe to best support the service parents/guardians in their role, we as primary caregivers and educators will:

- welcome all families into our centre
- encourage their involvement and participation in all aspect of the service, including Philosophy, principles, policies and procedures
- respect and accommodate their child-rearing practices wherever practical

- exchange information with parents/guardians about their child
- provide information about available children's and family services
- ensure critical reflection is undertaken to ensure high quality provision of service and a culture of reflective practice is in place

## **IN RELATION TO COMMUNITY**

Our Centre will:

- promote awareness and knowledge of the need for and value of quality childcare
- participate with other community groups, agencies, and services to share resources, and develop a support network
- endeavour to remain aware of and respond to, where possible, the changing needs within our community
- be sensitive to the wider range of social and cultural backgrounds of the community it serves.

## **IN RELATION TO EDUCATORS**

To ensure provision of quality childcare our Educators will:

- recognise children as individuals and understand their needs
- provide a stimulating environment through developmentally appropriate programmes
- work as a flexible member of a team
- will be sensitive to the needs of families and the community, and be able to respond to these needs through open communication
- will ensure the provision of a high quality curriculum following a cycle of planning, implementing and evaluation

In return management are committed to providing:

- encouragement for, and access to, professional development
- opportunities to be involved with decision making in relation to the overall operation of the service
- an environment which is supportive of the individual worker, especially in relation to their physical, professional and emotional needs, beliefs and values.
- ensure suitably qualified Educators are employed
- employ a sufficient number of Educators to ensure the provision of high quality care and education
- ensure educators employed at the service have been fully inducted into the service and understand the philosophy and mission of our centre

## **CHILD SAFE ENVIRONMENT**

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Our Child Safe Environment Policy embeds a culture of safety and wellbeing within our service to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety is paramount, and we aim to take all practical steps to protect children from harm, ensuring a healthy and safe environment. Our Service provides children and staff with an environment free from the use of tobacco, alcohol and illicit drugs.

Children and young people always have a right to be safe and protected. All educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Staff are given information and training about child protection law and any obligations they have under that law. To comply with legislation and provide a child safe environment, educators will keep up to date with child protection requirements and adhere to our Child Protection Policy. (reg 84).

Nominated supervisors and persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis. All staff must refresh their knowledge about mandatory reporting each year.

*Detailed in more length in Policy 2.12 Child Protection and Policy 2.13 Child Safe Environment*

## **WELLBEING**

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical and social needs to ensure our body is maintained and works efficiently. Wellness is "about our overall state of wellbeing that enables us to live and function at our best." (Queensland Government, 2019, Healthier. Happier. Workplaces).

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. 'A healthier workplace means everyone wins.' (Queensland Government, 2019, Healthier. Happier. Workplace).

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. Our Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that supports the health and wellbeing of employees.

*Detailed in more length in Policy 4.7 Staff 'wellness program'*

## **SUSTAINABILITY AND ENVIRONMENTALLY RESPONSIBLE**

Our Service encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

*Detailed in more length in Policy 3.2 Environmentally Responsible*

## **CONTINUOUS IMPROVEMENT**

As a service we are committed to seeking opportunities for continuous improvement:

As an educator through professional development,

As a centre through provision of care and reflective practice,

As a business through sustainability in action,

As a participant in our community.

## **REGULATORY / GOVERNMENT FUNDING INFORMATION**

License and approval number: SE-00010819

Specified maximum number of children at the service: 85

Management structure: Community based, Not-For-Profit

Educator to child ratios: birth to 2 years 1:4, 2-3 years 1:5, 3- 5 years 1:10

Hours of operation: 7.00 am – 6.30 pm Monday to Friday, excluding Public Holidays

Daily Fees: Vaughn and Hepburn - \$132, Redmond and Whinham - \$127

Capped fulltime fee, 10 hour days available

Child Care Subsidy: Centrelink 131 650

## Our Curriculum

The curriculum incorporates learning experiences appropriate for each child, as indicated by individual development records maintained by staff. The curriculum also reflects the interests and competencies of the staff, the children and their families. It also includes planned and spontaneous events and emphasises individual and small group experiences.

The curriculum includes all aspects of the children's experiences at the centre, coordinated within a flexible programme plan. As far as possible, the programme allows children to make their own choices based on individual interests, needs, age, strengths and energy levels.

The curriculum will promote the importance of play.

Specialist advice is sought to ensure children with additional needs are being met.

The individual learning plans are evaluated regularly by Early Childhood Educators and provide for parent input. Evaluation includes identification of strengths, weaknesses and highlights progress for individual children. This provides Early Childhood Educators with information for further planning and improvement.

## NUTRITION

Good nutrition is of vital importance to young children. The centre will aim to provide a healthy, nutritious and varied menu for babies and children. We will also provide a positive, safe eating environment and within our curriculum teach children about food and nutrition.

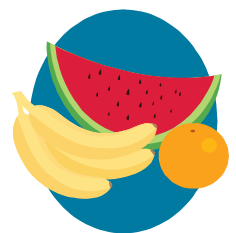


The nutrition policy is developed in consultation with Early Childhood Educators and parents and will be reviewed bi-annually.

*The Centre Cook and Director have undertaken specific training in nutrition for young children and all Early Childhood Educators have undertaken training in food handling. Adequate training provisions will be made for new Early Childhood Educators to ensure policies and guidelines are met. The Director is responsible for ensuring Early Childhood Educators are kept up to date with specific nutrition and food handling training requirements.*

## PROVISION OF A HEALTHY NUTRITIOUS MENU

For children in this centre, the food provided makes a significant contribution to their overall intake of energy, vitamins and minerals. Our fortnightly menus will be consistent with the Australian Dietary Guidelines for Children and Adolescents and aims to provide children attending this centre with 50% of the recommended daily intake for key nutrients, meals that meet individual dietary needs and meals that are culturally appropriate. The centre will incorporate multicultural recipes within its menus to provide the opportunity for children to be introduced to other cultures in this way.



*Meals will be prepared in a clean and hygienic kitchen according to the requirements of the food safety legislation including the requirements for handling, storage, transport and display of food and the centre policy. All Early Childhood Educators will have undertaken training in Foodsafe food handling.*



You may purchase take home meals for \$10 by placing an order via email or direct to the kitchen – preferably by the day before, however some meals may be ordered on the day. A serve will feed 2 children or one adult.

## **SPECIAL OCCASIONS**



To ensure nutritional adequacy in all our meals, the use of added sugar, salt, preservatives, colourings and flavourings will be avoided where possible; therefore, unfortunately birthday cakes provided to the centre cannot be consumed here. This is also due to new legislation in food handlers which came into effect early 2008.

You may place an order for a vanilla slab cake to be made at the centre and served as “birthday cake” for your child at afternoon tea. An amount of \$12.00 will be added to your account if you choose this option and we prefer 1 weeks notice in writing, via email is fine.

## **SPECIAL DIETS FOR FOOD ALLERGIES, FOOD INTOLERANCES AND OTHER SPECIAL DIETARY NEEDS**

Babies and children with individual dietary needs will be catered for in consultation with parents and the appropriate professionals. Babies and children with any diagnosed dietary restrictions and/or allergies will require:

- ❖ A health care plan (including first aid for severe allergies)
- ❖ A letter from a medical professional and /or dietician confirming the need for dietary restrictions and the specific dietary considerations for the baby/child.
- ❖ A “First Foods” document will be distributed by Vaughn staff as needed.

If your child requires a special diet for personal or religious beliefs, we can accommodate this – please make note on your enrolment forms.

If your child requires an altered diet for medical reasons please make a time to discuss with Centre Director, Kerri– [director@prospectcc.com.au](mailto:director@prospectcc.com.au) or Educational Leader, Kylie- [bookings@prospectcc.com.au](mailto:bookings@prospectcc.com.au)



## **SKIN PROTECTION**

The Prospect Community Early Education and Care is a SunSmart Centre and has adopted a SunSmart policy based on information provided by the Anti-Cancer Foundation South Australia. The purpose of this policy is to reinforce the importance of ongoing skin protection and to ensure that all children and Early Childhood Educators are protected from skin damage caused by the harmful ultraviolet rays of the sun.

The policy states:

Children will wear hats all year round whenever they are playing or doing activities outside. The hats will preferably be broad brimmed or legionnaires.

Twenty minutes before going outside, 30+ sunscreen will be applied and re-applied every 2-3 hours during the summer months to all children over 12 months of age.

It is recommended that Early Childhood Educators wear sunglasses whilst outside. Children are welcome to bring named sunglasses to the centre.

The centre will avoid exposing the children to direct sunlight on days over 38°. Children will be encouraged to avoid direct exposure to the sun when playing between 10am and 2pm (11am and 3pm daylight saving time). Under cover or shady areas will be used.

Appropriate hats can be ordered at the centre for \$15 and will be added to your account.



## **WHAT TO BRING**

Each child will need to bring a named bag containing the following:

### **Vaughn**

- Change of clothes
- Prepared and named bottles or a named drinking cup (if appropriate)
- Toy or comforter for sleep time (optional)
- Jacket, hat and boots for cold/rainy weather

### **Hepburn Redmond, Whinham**

- Change of clothes
- Prepared and named bottles (if appropriate)
- Toy or comforter for sleep time (optional)
- Jacket, hat and boots for cold/rainy weather

ALL ITEMS BROUGHT TO THE CENTRE MUST BE CLEARLY NAMED

**PLEASE REMOVE ANY ITEMS FROM YOUR CHILD'S BAG SUCH AS TEETHING MEDICATION, OVER THE COUNTER MEDICATIONS, NAPPY PINS ETC.**

## **SPECIAL ITEMS FROM HOME**

We believe children have the right to feel safe and happy while in care at the centre. We understand that children may require a comforter from home to help with their settling into care. We acknowledge that at times it is difficult to remove a child's item from home and return it to home with the parent in the morning.

## **THEREFORE WE WILL**

- Discourage all children from bringing toys other than sleep comforter's to care. Children's own personal items/toys are **NOT** to be brought into the Centre, other than those used for sleep-time or as comforters or books. This will avoid possible damage or loss for which the Centre cannot take responsibility. This will also eliminate "competition" of toys amongst children and stop other children asking to bring possessions. Special arrangements can be made with Early Childhood Educators in the case of "security" possessions.
- Ask Parents to take home any toys brought into the centre with the exception of books which need to be clearly named.

- Ensure this policy is in the newsletter at least once per year and included in the Parent Handbook for the centre.

## BEHAVIOUR GUIDANCE



This Centre is strongly committed to providing a positive environment for young children. Discipline will focus on the positive rather than the negative aspects of the child's behaviour. We will praise the children when they have done well, we will offer an alternative when a conflict arises. At no time will physical punishment be used at the Centre. It is the behaviour, which is rejected, not the child.

# Centre Details and Management

## HOURS OF OPENING

### **WE BELIEVE:**

The centre opening hours must meet the needs of the community in which it belongs. The needs of the families who use the centre are the priority and the centre will operate according to this.

### **THEREFORE WE WILL:**

- Ensure that the opening hours best suit the needs of the majority of families who use the service.
- Evaluate our opening hours on an ongoing basis to ensure we are still operating the centre to suit the current trends of the community.
- Ensure sufficient notice is given to parents regarding centre closures and prominently display signage regarding our opening times.

The Centre is open Monday to Friday 7.00 am until 6.30 pm.  
The Centre is closed on public holidays and for a short time over the Christmas period.



## **MANAGEMENT COMMITTEE**

The Prospect Early Education and Care is managed by a committee of parents, staff and may also include local community representatives.

Members are elected each year at the Annual General Meeting, held within 4 months of the close of Financial Year.

Parent based management allows for families to be involved in an advisory, consultative and decision making capacity. The success of the Centre is therefore very much dependent on the involvement of parent users and interested community representatives.

The members of the committee are:

- 1 The Executive Committee, which consists of the Chairperson, Deputy Chairperson, the Secretary, and the Treasurer. A member of the Executive Committee will also be the Public Officer.
- 2 Parent Representatives (includes office bearers).
- 3 The Director.
- 4 A staff representative from Child Care.

- The Annual General Meeting is held to elect members and provides an opportunity to elect the people who will run the Centre.
- The Management Committee aims to be involved in the development and implementation of policies which reflect a clear statement of centre philosophy, to be mutually supportive, to manage funds, to oversee programming and to maintain equipment.
- Membership or input into the Management Committee is encouraged. All parents are welcome to join the Management Committee and, in this way, contribute to their child's welfare in the Centre.
- The Management Committee actively encourages families to provide feedback on any of the centre policies or significant procedures. Feedback sheets are available on each newsletter, or you may choose to write or email as the need arises. Feedback will be passed on to the Chairperson of the Management Committee who will bring it forward for discussion.
- The grievance procedure for parents is located in the Parent handbook and is also available in the policy book.
- Management meetings are held monthly. The minutes of the previous meeting and the Constitution will be available for parent viewing and information as required will be conveyed to parents via the newsletter or additional flyer.
- A list of Management Committee members is displayed in the centre.

## **COMMUNICATIONS BETWEEN PARENTS AND STAFF**

### **WE BELIEVE:**

Parents and staff have the right to easy, clear and open communication with each other at all times.

### **THEREFORE WE WILL:**

- Issue all parents with a Parent Handbook upon enrolment. This handbook informs parents of the centre philosophy, value and mission statement, privacy statement & all the general information relating to the use of the service. More specific information can be obtained from the Director or the Lead Educator. These are updated bi-annually by the management committee, which consists of parents, and centre staff.
- Ensure all Child Care newsletters and accounts are posted into individual pigeonholes located in the Main Room or sent via email as per parents request.
- Display the week's programmed activities, room routines, menus and other information relating to the children on noticeboards located around the centre.
- Ensure Educators are willing and able to speak to parents about their child's day and parents are encouraged to discuss any problems or concerns with the Lead Educators, Room Educators or the Director.
- Ensure a newsletter is published 6 times a year, which includes information regarding changes to the centres policies and procedures, fundraising events, centre events and information relating to Child Care.
- Ensure translation of any information provided by the service is available as required.
- Ensure inappropriate and/or aggressive behaviour between staff and parents is documented and a warning issued to the aggressive party.  
In the event of a second incident the Grievance Officer will be involved for mediation.
- In the event of a third incident the Management Committee will take the necessary steps as deemed appropriate, which may include the expulsion of the aggressive party from the centre.
- Ensure the Grievance Procedure is adhered to at all times in the event of a grievance occurring between staff and/or parents.

## **CONFIDENTIALITY AND PRIVACY**

In order to provide care, we are required to collect a range of information, some of which is defined as personal or sensitive information, under the Privacy Act 1988

Under the Act:

'Personal information' means any information or opinion about an identified, or reasonably identifiable, individual.

'Sensitive personal information' means any information or opinion about an individual's racial or ethnic origin, political opinion or association, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices, trade or professional associations and memberships, union membership, criminal record, health or genetic information and biometric information or templates.

If the relevant personal information requested in the attached forms is not provided, we will be unable to assess your eligibility to access education and care at our service or your eligibility for any available childcare assistance support or funding that may be, or become, available.

The information that you provide will only be disclosed to relevant National or State based agencies for regulatory or compliance purposes and only if that disclosure is consistent with relevant laws, in particular the Privacy Act 1988.

All personal or sensitive information you entrust to us will be used, stored or disposed of, as necessary, in accordance with the Privacy Principles.

By completing and submitting the attached application and associated forms, you consent to the collection of all personal information, including sensitive personal information, contained in those forms.

Our Privacy Policy includes information about how to access, and if necessary, correct your personal information, a copy of the policy can be obtained from the services office or is posted on our web site.

If you need to talk to anyone about your personal information or to make a complaint, please ask to speak to the services privacy contact officer.

## **FUNDRAISING**

### **WE BELIEVE:**

That fundraising is an important supplementary income source to facilitate larger purchases (i.e. outdoor play equipment, upgrades to play environment) for the children while minimising fee increases to parents.

Fundraising activities should be primarily focused on seeking money outside the local early education and care community and be high profit generating in relation to the cost of running the fundraiser and the time committed to it.

### **THEREFORE WE WILL:**

- Form a Fundraising Committee as a subcommittee of the management committee.
- Delegate the responsibility of producing a Fundraising Plan for the year to the Fundraising committee - the plan will consist of proposed fundraising activities and an estimate of proceeds that each activity should generate.
- Plan a minimum of one major fundraising event biannually. The management committee will vote on the event for approval.
- Low to nil profit generating Fundraising activities such as hats, t-shirt and Medi bag purchases, can be run at the discretion of the Director if they are deemed to be a service to the Early Education and Care community.
- \$2 Resource Levy added each week to each family who attended care during that week

## **TRANSITION BETWEEN ROOMS**

### **WE BELIEVE:**

Children have the right to mix with children of a similar age.

Children have the right to be cared for in a safe and secure environment which is developmentally appropriate for their age.

Children have the right to orientation visits into their new room, to enable them to form secure attachments with their new educators.

Single Intake policy will have an impact on our transitioning between rooms and we will endeavour to minimise any negative impact wherever practical.

### **THEREFORE WE WILL:**

Review children's bookings in accordance with their birthdays on a monthly basis to determine when a child may be able to transition to the next care grouping as per below process of transition placements.

- Ensure we actively seek confirmation from parents regarding changes of booking on a regular basis. It is a parent's responsibility to inform Administration Staff of an intention or request to change a booking.
- Facilitate discussion with Lead Educators in regards to which children may be making changes to booking and the readiness of each child to move to the next room (if appropriate)
- Notify families of the intention to transition a child to the next room and supply each family a transition pack for the new room
- Notify child's current room of transition confirmation and ensure Lead Educators communicate the transition visits and prepare the child's Learning Portfolio for the child's last day in the room
- Ensure a Room Changes form is completed and is up to date as practical for each room.
- Ensure it is noted that a Priority 1 child takes precedence over all other requirements.
- Acknowledge that families circumstances are confidential and cannot be disclosed to another family.
- Acknowledge priority determinations are based on the assumed accuracy of information provided by each individual/ family.

### **PROCESS OF TRANSITION PLACEMENTS**

- Review service numbers in total for the next 10 weeks on a weekly basis
- Review the ages of the children in each room and highlight the children who may be eligible to transition between rooms
- Regularly post signs and letters to families asking if they are making any changes to their child's booking in the near future.
- Ensure all families put in writing any changes they require to their child's booking
- Encourage all families to put in writing any changes they are able to make to their child's booking to assist in the transition between rooms
- Allocate vacancies in order of application from the Internal waiting list as per Priority of Access Policy
- Allocate spaces to siblings on internal waiting list
- Review and repeat internal allocation steps until end of term
- Once confident all internal changes have occurred commence review of External Waiting List as per Priority of Access Policy
- Ensure at all times PRIORITY 1 families (regardless of internal or external) are allocated a vacancy.

Sourced from: (accessed 07.03.23)

[https://www.dss.gov.au/sites/default/files/documents/07\\_2015/instruction\\_sheet\\_10\\_-\\_priority\\_of\\_access\\_guidelines\\_for\\_child\\_care\\_services.pdf](https://www.dss.gov.au/sites/default/files/documents/07_2015/instruction_sheet_10_-_priority_of_access_guidelines_for_child_care_services.pdf)



## Parent/ Family Responsibilities

### **PARENTAL INVOLVEMENT AND COMMUNITY LINKS**

#### **WE BELIEVE:**

The early and middle years of life are seen as vital to a child's individual development and therefore in keeping with the notion of partnership, family members are encouraged to visit and participate in the daily life of the service.

Forming partnerships between the Service and local community groups is central to providing effective care.

These partnerships promote open and extensive communication, which is respectful of, and sensitive to, community needs.

#### **THEREFORE WE WILL:**

- Encourage family participation and involvement in the centre and ensure it is always appreciated, encouraging parents to speak to our Director on any matter.
- Encourage family members to share their family life with the Centre's children. This could include sharing cultural foods, important ceremonies and festivals, music, stories, different languages or dance.
- Share families' cultures through informal gatherings, parent workshops and daily communication to enrich the lives of children, staff and families who use the centre.



- Fundraise, as necessary, to purchase new equipment etc and parents will be asked to support this process in any way they can.



sessions etc.

- Work closely with Prospect Primary School and Rosary School to make the transition from child care to school and Out of School Hours Care as easy as possible for the children and their families.
- Provide up to date information to families on local programs and activities for families e.g. kindergartens, school, playgroups, Kindergym, parent information

- Actively seek suggestions and feedback from parents on ways to enhance community links.
- Actively promote ourselves within the community and seek representation with other service providers in the local community.

## **FEES**

### **WE BELIEVE:**

Being a Community Early Education and Care service is an integral part of our identity. This means we are a Not-For-Profit organisation, meaning that all monies received from fees are used to pay staff wages and cover all operating costs.

### **THEREFORE WE WILL:**

- Ensure fees are set by the Management Committee and that we meet the criteria of the Department of Education (Federal)
- Actively encourage families to seek fee relief (Child Care Subsidy) where possible. CCS is based on the number of children in care and the combined gross family income, which is assessed by the Department of Human Services. (If your assessment has expired or has not yet been assessed, full fees **will** be charged.)
- Charge a bond in advance for child care and accounts will be billed in arrears on a weekly basis. (Bonds may be adjusted according to changes in Child Care Subsidy, Centre fees and usage on a quarterly basis.)
- Encourage that two weeks notice in writing is given when a child is to be withdrawn from care. A change in booked sessions needs to be pre-arranged with the Director. Notification regarding care required can be given using the "Notification of Changes" form located on the front counter or on our website.
- Actively seek to inform parents about our holiday fee:
  - For 1 week per calendar year a 50% holding fee is charged for children absent due to holidays.
  - One week's holidays equals the number of booked days used per week. Eg 2 days care per week equals one week holiday.

- However, two weeks notice in writing is required; otherwise full fees may be charged.
- Inform parents that fees are payable for public holidays, sick days or whenever a child is absent, however no fees are charged during the Christmas closure or Staff Development Day. Parents are entitled to receive CCS for the first 42 days of absence, after this time a sick certificate is required for the child to receive CCS.

### **Fees in arrears**

As we are a community based, non-profit service, the needs of the individual families in financial hardships must be balanced against the financial viability of the service and the needs of the families using the service.

Accounts are expected to be brought to a nil balance within 2 weeks of the account date.

Families experiencing financial difficulties should contact the Director to discuss the situation. All matters will be handled in the strictest confidence.

**Procedure for Payment** - Payment can be made at the Centre.

Payment is preferred by Bank Transfer.

To pay via the Internet a bank transfer is used between your bank and our bank. Simply transfer the amount required to:

**BSB 633 000, Account no 144 240 454 Please include your full name as reference.**

Payments can also be made via Credit Card (including over the telephone, in person and automatic debit) EFTPOS at the centre or via Direct Debit from a nominated bank account.,

Parents paying via Direct Debit from their Bank Account or Credit Card will be required to pay the associated fee as charged to the centre – applied to the next account.

### **Child Care Subsidy Allowable Absences**

Families are eligible for 42 days of allowable absences for each child per financial year. Days which count as allowable absences are any casual absences and absences caused by holidays or illness without a medical certificate.

Parents should request a sickness certificate from their Doctor whenever children are absent from the centre.

### **PLACEMENT IN THE SERVICE**

#### **WE BELIEVE:**

Families who apply to attend the service are entitled to receive care in accordance to the Priority of Guidelines as outlined by the Department of Education (Federal.)

Families from within the service are entitled to be placed on a higher priority waiting list within these guidelines.

## **THEREFORE WE WILL:**

- Ensure the waiting list is managed according to the following eligibility for child care:

Priority 1 – child at risk of serious abuse or neglect

Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the A new Tax System (Family Assistance) Act 1999

Priority 3 – Any other child

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

- Review the waiting list on weekly basis.
- Ensure families are aware that contact must be made at a minimum of every 4 weeks to remain on the waiting list.
- Allocate available spaces to external waiting list families as per priority schedule above after adhering to Transition between Rooms Policy, noting that a Priority 1 child takes precedence over all other requirements.
- Offer families available care and allow the family to make the decision as to whether they start early, take up less places than they require or similar.
- Encourage families to access orientation at our service to assist with settling

Sourced from: (accessed 07.03.23)

[https://www.dss.gov.au/sites/default/files/documents/07\\_2015/instruction\\_sheet\\_10\\_-\\_priority\\_of\\_access\\_guidelines\\_for\\_child\\_care\\_services.pdf](https://www.dss.gov.au/sites/default/files/documents/07_2015/instruction_sheet_10_-_priority_of_access_guidelines_for_child_care_services.pdf)

## **LATE COLLECTION POLICY**

### **WE BELIEVE:**

The Centre has an obligation to ensure the health, safety & well-being of children not collected by the closing time of the centre: 6.30 pm. Families are expected to abide by the Service hours, except in an extreme emergency. It is expected that if a parent cannot collect their child/ren by the end of either session time, then they will endeavour to let the Service know as well as try to organise for someone else to collect their child/ren as soon as possible.

### **THEREFORE WE WILL:**

- Ensure that Educators remain working to regulation for any child left in our care after the designated time of closure.
- Inform parents of our legal obligation to care for the child however noting that the centre is not insured or licensed outside the designated opening hours.
- A late fee must be charged as per Fees Policy.

## Late Collection

- Collection of a child after the set closure time for that service will be deemed a "Late Collection" and may result in a fine added to a parent's account to cover the cost of additional staff hours.
- Late collection is currently charged at \$25.00 for the first 10 minutes and \$1.00 per minute after that.
- **1<sup>st</sup> offence:** Notification in writing will be posted to your pigeonhole indicating a late pick-up has occurred and the date.
- **2<sup>nd</sup> offence:** Failure to collect on time within Notification in writing will be given with your account indicating a second warning and will incur a \$20 fine.
- **3<sup>rd</sup> offence:** A third written notification will be sent indicating that you are now on a final warning – this warning includes a \$50.00 fine.
- **4<sup>th</sup> offence:** At the discretion of the Director and/or Management Committee care may be withdrawn.

Repeat offenders will go to the consideration of the Management Committee. Each offence will incur a \$50 fine. Repeat offenders run the risk of losing their child's place in the service. Any parents who have been required to pay late fines or have been repeat offenders in the last three months will receive a personal letter.

Time	Action
<b>Closing time</b> 6.30 pm Child Care	Telephone: - Parents / Guardians / Emergency Contacts
<b>30 minutes after closing time</b> (where no contact has been made with Parents / Guardians /Emergency Contacts)	Contact Director.  Contact child protection agency/regulatory authority as agreed – Department Child Protection After Hours Services - <b>131 611</b> Referrals If you are unable to stay at the service with the child contact the Director to find a suitable replacement  Contact local police to advise and request assistance. Norwood Police Station - <b>8207 6800</b> This could be checking for car accidents or to seek assistance at the residential home.  Continue at intervals to contact: <ul style="list-style-type: none"><li>➤ Parents / Guardians / Emergency Contacts</li><li>➤ Child Protection agency / regulatory authority in accordance with Action Plan</li></ul> For each contact note the time and who was spoken to.
<b>On Collection of Child</b>	Late Collection of Child Notification form to be signed by Parent / Guardian  Contact those people contacted above and advise that the child has been collected :

	<ul style="list-style-type: none"> <li>➤ Director</li> <li>➤ Child protection agency – <b>131 611</b></li> <li>➤ Local police - <b>8207 6800</b></li> </ul> <p>For each contact note the time and who was spoken to.</p>
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## **GRIEVANCES AND COMPLAINTS MANAGEMENT**

The Education and Care service welcomes each complaint as a means of improving its services and upholding positive relationships between the service and its stakeholders. Everyone has the right to a positive and sympathetic response to their concerns. Solutions are sought to resolve all disputes, issues or concerns in a prompt and positive manner that recognises the importance of:

- Procedural fairness and natural justice;
- Ethical conduct;
- A service culture free from discrimination and harassment; and
- The opportunity for review and further investigation.

### **Strategies for Policy implementation:**

#### **Making complaints**

- Every family is provided with clear written guidelines detailing grievance procedures, included in the service's Parent Information Handbook and displayed for reference.
- Families may make a complaint directly to their child's educator, the nominated supervisor or director, or other person identified within the service as grievance officer.
- Families and children will be surveyed regularly to provide them with an opportunity to identify areas of concern, or ways in which the service could be improved along with areas of strength.
- The service will also provide other means for input such as:
  - Suggestions box;
  - Daily contact with their child's educator;
  - Invitations to attend special or social events;
  - Email surveys;
  - Advisory committees etc.
- Educators will discuss complaints procedures with children and encourage them to raise any issues they have with the service.
- Children's complaints will be taken seriously and resolutions will be sought.
- In order to assist families that wish to contact the regulatory authority the name address and phone number of the regulatory authority is included in the Family Handbook and readily available for reference.
- A current copy of the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations are available in the centre for all to read at any time.

#### **Educator and service responsibilities**

- Ensure educators communicate openly with families about the children and aim to work closely with the parents for the benefit of each child.
- Encourage parents or guardians who feel they have a grievance, or who are unhappy or uncomfortable with any aspect of their child's care, to discuss their concerns in the first instance with the educator who is caring for their child. If this is not possible or appropriate, or if after discussing the matter with those educators the matter is still

unresolved, the parent should then raise the matter with the Leader Educator and/or Centre Director.

- Inform Parents and guardians that they are also able to contact the Grievance Officer if their grievance is unable to be resolved using the above channels or if they feel more comfortable discussing the matter with the grievance officer at first instance to assist with a resolution of the matter.
- Inform parents and guardians the centre Grievance Officer can be contacted by telephone or email. Their details are available from the Administration Staff.
- Ensure the Grievance Officer is aware it is their responsibility to acknowledge each grievance that it receives, in writing, and to review and follow up each grievance or complaint to ensure that it has been resolved appropriately.
- Ensure the Grievance Officer is aware that they must keep the Management Committee informed of all grievances raised by parents or guardians, the suggested resolution of such grievances and any future strategies for managing similar matters.
- Ensure the Management Committee registers all grievances or complaints as Correspondence Received at the Management Committee held immediately after correspondence is received.
- Ensure the Management Committee analyses the nature of such grievances, the appropriateness of the resolution of those grievances and the outcomes of the grievance management procedures.
- Inform parents that any highly confidential issue or serious grievance will be dealt with only by the Executive of the Management Committee.

### **Follow Up and Review**

- Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with it will be analysed to find out how the problem occurred and determine if the service should implement any changes to policy or operational procedures to avoid similar problems in the future.
- Management will follow through to determine that complaints and grievances have been successfully resolved to everyone's satisfaction. Families will be contacted to determine if they are satisfied with the way the issue was resolved, and educators / staff will be consulted about the outcome of an operational viewpoint.
- Grievances and complaints policy is reviewed and evaluated annually, or whenever an incident occurs to ensure the processes are clear and non-discriminatory. Family input is sought each time the policy is reviewed.

If you have been unable to resolve the issue with the service, or there are circumstances where it is not possible or appropriate for the complaint to be managed at the local level, you may lodge a complaint with us on **1800 882 413** or [esb.complianceinvestigation@sa.gov.au](mailto:esb.complianceinvestigation@sa.gov.au).

## **ACCEPTANCE AND REFUSAL OF AUTHORISATIONS**

### **IT IS REQUIRED**

Prospect Community Early Education and Care is required to obtain appropriate authorisation from parents or guardians in relation to certain matters. These matters include the administration of medication, transportation of children by an ambulance service, collection of children from the service and excursions (including regular outings).

This policy outlines authorisation requirements for our service and actions to be taken where an authorisation submitted by parents or guardians is incomplete and therefore could lead to refusal to enact the authorisation.

### **LEGISLATIVE BASE**

The requirements for authorisations pursuant to the Education and Care Services National Law are set out in Education and Care Services National Regulations 92, 93, 94, 99, 102, 160 and 161.

### **Matters that Require Authorisation**

As a minimum, the Education and Care Services National Regulations require parent or guardian authorisation to be provided in matters relating to administration of medication, medical treatment of the child including transportation by an ambulance service, collection of children from the service and excursions (including regular outings).

Authorisation documents are required for the following situations and must have details recorded as specified:

#### **Administration of medication (including self-medication if applicable):**

- the name of the child
- the authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication
- the name of the medication to be administered
- the time and date the medication is to be administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- if the medication is to be administered to the child
- the period of authorisation from and to
- the date the authorisation is signed.

#### **Medical treatment of the child including transportation by an ambulance service**

(included and authorised initially as part of the child's enrolment record or as amended at a later date):

- the name of the child
- authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and
- authorisation for the transportation of the child by an ambulance service

- the name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number
- the name of the parent or guardian providing authorisation
- the relationship to the child
- the signature of the person providing authorisation
- the date the authorisation is signed.

**Emergency Medical Treatment** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

Educators are able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

**Collection of children** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

- the name of the child
- the name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation
- the name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises
- the relationship to the child of the persons authorised to collect the child from the premises
- the signature of the person providing authorisation
- the period of authorisation, from and to
- the date the authorisation is signed.

#### **Excursions (including regular outings)**

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period i.e. at the time of enrolment.

- the name of the child
- the date of the excursion (unless the authorisation is for a regular outing, please specify details)
- a description of the proposed destination for the excursion
- the method of transport to be used
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the premises
- the anticipated number of children likely to be attending the excursion
- the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- that a risk assessment has been prepared and is available at the service
- the name of the parent or guardian providing authorisation
- the relationship to the child
- the signature of the person providing authorisation
- the date the authorisation is signed.



### **Verification of Authorisation**

All authorisation forms received from parents or guardians are to be checked for completion and are to be verified that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form.

If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction.

No action with regard to the specific activity requiring authorisation should occur unless the authorisation form has been completed correctly and appropriately signed.

### **Storage of Authorisation Forms**

All authorisation forms should be filed with the child's enrolment details.

## **Health and Safety**

### **SECURITY AND COLLECTION OF CHILDREN**

#### **WE BELIEVE:**

The safety of children including when they are collected and dropped off at the Centre is paramount.

#### **THEREFORE WE WILL:**

- Ensure parents are aware that if they are unable to collect their children they will be expected to arrange another person to do so.
- Ensure parents sign their child/ren in and out on the provided Daily Booking Sheet. Note: this is a legal requirement with Department of Education (Federal).
- Ensure parents let Educators know when they are ready to leave (when bringing and collecting your child).
- Ensure at the time of enrolment parent/guardians are asked to provide the names of authorised persons. Only authorised persons nominated by the parents/guardians on the enrolment form will be allowed to collect child/ren unless Educators have been advised beforehand. If Educators are unclear they will contact the parents/guardians to confirm collection of the child/ren and identification will be requested.
- Ensure parents are aware that the Nursery, Toddlers, Junior Kindy and Kindy, each have a communication board and parents/guardians are asked to write in the expected time of collection and the name of the person who will be collecting the child to ensure children are not released to unauthorised persons.
- Ensure as you enter and leave that the doors are securely closed.
- Ensure the Centre is notified of any relevant issues (eg: custody orders). These will need to be sighted and recorded by the Director.

**PLEASE DO NOT ALLOW CHILDREN TO PUSH THE EXIT BUTTON –THIS IS A SAFETY FEATURE AND CHILDREN ARE NOT TO BE ENCOURAGED TO USE IT.**

## **CHILDREN'S COMFORT, REST AND RELAXATION**

### **Policy Statement**

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Educators will consult with families in regard to their child's clothing needs for play experiences both indoors and outdoors, and will ensure each child's individual needs are met. Educators will consider children's comfort and safety at all times.

Educators will consult with families at all times in regard to their child's sleeping/rest patterns and will develop procedures to ensure each child's individual needs are met.

Sleep procedures and sleep equipment will take into account current health and safety advice from recognized health and safety authorities. There will be a comfortable place and experiences that promote rest and relaxation provided for children at all times.

### **Strategies for Policy implementation:**

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#### **Clothing**

- Educators will discuss appropriate dress with children in relation to:
  - current weather conditions and differing seasons
  - indoor or outdoor play
  - different activities.
- Children will be required to wear clothing that will provide protection from harmful UV rays in the warmer months. (Refer to Sun Protection Policy.)
- Families and children will be consulted about individual clothing needs, preferences and cultural requirements, and will make every effort to address these issues within the service's requirements for children's health and safety.
- Children will be encouraged to communicate their needs for comfort and assistance, and develop independence and competence in their own personal hygiene, care and safety.
- Educators will ensure that young children and babies are appropriately dressed for their age, mobility, experiences and activities within the service
- Sleeping babies will wear clothes to keep them comfortably warm, but not hot and educators will ensure sleeping babies heads and faces are uncovered to prevent the baby from overheating, in line with SIDS recommendations.
- Educators will encourage children's independence in dressing and undressing and allow sufficient time for children to practice and master these skills within the daily routines of the service.
- The service will supply sufficient spare clothing to ensure children are kept comfortable and dry at all times.
- Soiled/wet clothing will not be rinsed or washed at the service as this can spread germs. Soiled clothing will be placed in a plastic bag, tied firmly to prevent leakage, and returned to the family when they arrive to collect their child.
- Where children have special support needs or are pre-school age, families are required to provide at least one change of clothing for their child in the child's bag. Children in nappies or toilet training should be provided with more than one change of clothing.
- Parents are asked to label each piece of their child's clothing and shoes, to avoid loss or any mix---up in clothing.
- The service will provide protective clothing to be worn during messy activities.

- Children will be required to wear their shoes whilst outdoors, to avoid injury or insect stings. Educators will role model appropriate clothing at all times. (Refer to Educator/Staff Clothing Policy)



### **Rest and relaxation**

- Educators will provide an opportunity for children to sleep/rest or relax within the service's daily routine.
- Educators will encourage children to sleep in order to meet their individual developmental needs.
- Children will not be forced to sleep at any time. Quiet activities will be made available for children to experience whilst other children sleep.
- Sleep/rest times will be regarded as a positive, pleasant experience within the service and educators will make every effort to provide a relaxing and comfortable sleep environment for all children. Educators will ensure children are dressed appropriately and closely monitored (within hearing range and regularly observed) whilst sleeping.
- Each child's bedding will be washed at least once a week (if 3, 4 or 5 days) or once a fortnight (if 1 or 2 days a week) or after soiling in line with Health, Hygiene and Infection Control Policy.
- Comforters and/or security toys may be bought in for sleep/rest periods; however such items must not impact on the safety of children whilst sleeping.
- Educators will ensure their knowledge and understanding of recommendations from SIDS and Kids is current and applicable. Where possible staff will implement recommendations from SIDS within the service's sleep/rest routines. Other factors such as age of the child, cultural needs and requests from families will also be considered when tailoring individual sleeping patterns.

### **Recommended by SIDS**

- Recommended sleeping position for infants.
  - Lying on back.
  - Sleep baby with face uncovered.
  - Place baby with feet at the bottom of the cot.
- Recommended Equipment.
  - Ensure equipment meets Australian Standards.
  - No loose bed linen.
  - Ensure no pillows, blankets, quilts and cot bumpers are in the cot.
- Other considerations
  - Room is free from smoke.
  - Ensure no dangling cords or strings.
  - Cots are placed away from heaters or electrical appliances.
- Sleeping equipment at the education and care service will adhere to Australian Standards and current health and safety advice from recognised authorities.
- The **SIDS Safe Sleeping Checklist** containing recommendations from SIDS will be completed in line with Maintenance of a Safe Environment Policy.
- The service will provide information for parents on current safe sleeping practices.
- School age children have access to comfortable spaces away from the main activity areas, where they may relax or undertake quiet activities either alone or with their friends.

- Educators will be aware of children's needs for relaxation and will encourage children that are tired after a day at school or overexcited after vigorous activity, to calm themselves by reading, listening quietly to music or quietly chatting with their friends.
- Children will be consulted on the rules and routines that relate to the comfort of individuals and the group.

## **TOILETING PROCEDURE**



### **WE BELIEVE:**

It is important Educators adopt a sensitive approach and guide each child's developing toileting abilities fostering and developing each child's sense of competence.

Toileting is an opportunity for Educators to interact with children and should be used to sing and talk. Toileting times are flexible and are individualised to meet children's changing needs.

### **Educators will:**

- Observe children for signs of toileting awareness. If a child is starting to show an interest in toileting, educators will consult with families and develop consistent strategies with the family for approaching the child's toileting needs. These strategies will reflect the home environment and be culturally sensitive.
- Remind families that toileting accidents are common and both successful and unsuccessful toileting attempts need to be supported in a positive manner.
- Support children with soiled or wet clothing. Educators will put on gloves and assist the child to remove their clothing. Any waste will be placed in the toilet. Soiled clothing will be rinsed in the laundry or cleaners sink. All wet or soiled clothing will be placed in two sealable bags. The child's name will be written on the bag and it will be placed away from the children's play spaces for collection by the family.
- Ensure the bathroom areas are clean and hygienic for the children to use. Toileting areas will be cleaned regularly during the day. Educators are responsible for spot cleaning the bathroom areas throughout the day. Cleaners will thoroughly clean the bathroom each evening. At all times of the day, educators will oversee the bathroom areas to ensure cleanliness and reduce the spread of infectious diseases.
- Encourage and positively guide children through the toileting process. Educators will verbally prompt children through the toileting process.
- Consider and seek to accommodate children's individual needs for privacy while maintaining appropriate supervision.
- Develop management systems to ensure adequate supervision of children in bathroom areas and to assist children to complete toileting practices successfully and hygienically.
- Wear gloves at all times when assisting a child with toileting. They will encourage children to remove necessary clothing and assist with this process as needed.
- Make a step available to assist children to independently sit on a toilet, maintaining supervision throughout to ensure safety and provide support as required.
- Encourage children to use their developing self-help skills during toileting experiences.
- Provide visual aids in all bathrooms to assist the children with toileting procedures.

- Encourage children to use toilet paper and wipe from front to back. Educators will respectfully assist children as required during this process.
- Remind children to flush the toilet and replace clothing.
- Remove and dispose of gloves and wash hands using recommended practice after assisting children with toileting.
- Remind and assist children to wash their hands with soap and water while counting to ten slowly or singing a favourite song. Children will be encouraged to dry their hands using paper towel. Recycling bins will be provided for the children to dispose of the paper towel.
- Never force a child to sit on a toilet or leave a child in soiled or wet clothing. If a child is showing distress about using the toilet, educators will respect the child's needs and emotions and implement alternative method of toileting in consultation with the family.

#### **THEREFORE WE WILL:**

- Consult with families regarding toileting needs and ensure the Educators support families once they have commenced toileting at home. It is in the best interest of the children if toileting commences at home and is supported by the Educators at our service.
- Encourage families to provide this information on the Toileting Information sheet, available from the centre or online.
- Ensure Educators comply with standard toileting procedures.
- Ensure regular monitoring of these practices and procedures Records will be kept of all adjustments made to the toileting procedure, including the dates and reasons for them.
- Ensure cases of cross-infection are identified and recorded if they are linked to toileting or hand washing procedures.

#### **Toileting procedure**

- Ask parents to supply enough clean changes of clothing for the whole day
- Place soiled clothes in a plastic bag for parents to take home at the end of the day. Soiled clothes will not be rinsed or washed at the centre. (Explain to parents that washing soiled clothes at the centre can spread germs.)
- Help the child use the toilet.
- Help the child wash their hands. Ask older children if they can wash their hands counting to ten and then ten again. Explain to the child that washing their hands will stop germs that make them sick.
- Using a potty chair increases the risk of spreading disease - If the child can use the toilet this is preferable. If the child must use a potty, empty the contents into the toilet and wash the chair. Do not wash it in a sink used for washing hands.
- Wash your own hands

*Learn, play & grow with us*

#### **CHILDREN'S ILLNESS**

### **WE BELIEVE:**

As children can become sick in a very short time, staff are alert to, and aware of, the common signs of illness. Staff will monitor closely a child with early signs of illness or atypical behaviour or development, and consult with other staff and the child's parents, caregivers or guardians.

### **THEREFORE WE WILL:**

- Exclude sick children as a way of limiting the spread of infection in the centre - when a child is ill they will need to be away from the centre for the safety of others and cared for by his or her parent, caregiver or guardian.
- Encourage families to not bring a child with a temperature or who is sick, into the centre.
- Ensure parents are aware of the centre policy that a child who has vomited or had a loose bowel motion are asked to stay away from the centre until 24hrs after the last loose bowel motion or vomit.
- Ensure the minimum exclusion periods recommended by the NHRMC are listed on the back of the parent handbook and clearly state the exclusion criteria required by the centre.
- Request families to make arrangements to collect their child from care, if their child becomes ill whilst at care.

### **Communicable Diseases Notification**

***If your child has any contagious illnesses, the centre needs to be notified, so we can notify other families using the centre.***

In the case of a communicable disease, a notice will be emailed to families to ensure you have the information detailing the date of the outbreak and numbers of children affected, and endeavour to provide parents, caregivers or guardians with any information regarding the illness.

If parents, caregivers or guardians have any concerns about their child's health, it is advisable to discuss them with staff. The centre is open from 7.00am and staff are able to speak with parents on the telephone if you are unsure whether to keep your child away from child care.

*Parents, caregivers or guardians must ensure that the centre has been advised, and is up to date with any allergies that your child may have to food, medicines, creams etc. Forms are available from the centre and online.*

### **Procedure for child becoming ill at centre**

If a child becomes ill whilst in care, centre staff will make every effort to contact the parents, caregivers or guardians or nominated emergency contact person immediately. Parents, caregivers or guardians will be asked to collect ill children from the centre as soon as possible to avoid cross infection. Staff will consult with the Team leader and/or the Director if this is required.

A child's guardian will be notified if their child's body temperature is 38 C or higher. A request will be made for collection of the child at their earliest convenience. If a child's temperature continues to rise and/or the child becomes listless with the fever and the guardian can not collect them an Ambulance may be called.

In cases of contagious illnesses such as discharges from the eyes and nose, vomiting and diarrhoea (2 of either vomit or diarrhoea within 3 hours), parents, caregivers or guardians will be contacted and asked to collect the child from the centre as soon as practical.

Children with conjunctivitis should be seen by a Doctor and prescription medication prescribed, alternatively a pharmacist may also prescribe antibiotic eye creams/drops. Note: Antibacterial eye drops/cream is not sufficient. *(Please refer to the medication policy before bringing medication to the centre)*

Children must stay away from the centre until the discharge, vomiting and diarrhoea has ceased for at least 24 hours. Children may return to the centre prior to the 24 hour period elapsing only when accompanied by a Doctors Certificate, stating they are not contagious and are fit for care.

If urgent medical attention is required, children will either be taken to the closest Doctor or to hospital if required.

## IMMUNISATION

A COPY OF YOUR CHILD'S IMMUNISATION MUST BE SUPPLIED TO THE CENTRE. UNDER AUSTRALIAN LEGISLATION THIS MUST BE AN OFFICIAL RECORD FROM AUSTRALIAN IMMUNISATION REGISTER, ACCESSIBLE ON MYGOV. NO CARE CAN BE PROVIDED UNTIL THIS IS RECEIVED AS REQUIRED BY LEGISLATION.

Current Immunisation Schedule:

# National Immunisation Program

July 2020 South Australia Schedule\*

† CAUTION brand name similarity  
Additional vaccines

## CHILDREN < 5 YEARS OF AGE

Age	Antigen	Vaccine Brand	Route	Important Information
Birth	Hepatitis B	Engerix B® paediatric OR HB Vax II® paediatric	IM IM	Within 7 days of birth (ideally within 24 hours) No catch-up required
6 weeks	DTPa-hepB-IPV-Hib 13vPCV Rotavirus Meningococcal B	Infanrix® hexa® Prevenar 13® Rotarix® Bexsero®	IM IM Oral IM	Rotarix – dose 1 limited to 6-14 weeks of age Bexsero – prophylactic paracetamol required
MAR*	Meningococcal ACWY vaccine is recommended for children with specific MAR conditions. Refer to the online Australian Immunisation Handbook.			
4 months	DTPa-hepB-IPV-Hib 13vPCV Rotavirus Meningococcal B	Infanrix® hexa® Prevenar 13® Rotarix® Bexsero®	IM IM Oral IM	Rotarix – dose 2 limited to 10-24 weeks of age Bexsero – prophylactic paracetamol required
MAR	Meningococcal ACWY vaccine is recommended for children with specific MAR conditions. Refer to the online Australian Immunisation Handbook.			
6 months	DTPa-hepB-IPV-Hib	Infanrix® hexa®	IM	
Aboriginal**	13vPCV	Prevenar 13®	IM	
MAR	Pneumococcal, meningococcal ACWY and/or meningococcal B vaccines are recommended for children with specific MAR conditions. Refer to the online Australian Immunisation Handbook.			
12 months	4vMenCV (ACWY) MMR 13vPCV Meningococcal B	Nimenrix® MMR II® OR Priorix® Prevenar 13® Bexsero®	IM Subcut/IM IM IM	Bexsero – prophylactic paracetamol required
MAR	Hepatitis B vaccine is recommended for children who were low birth weight (<2000g) and/or preterm (<32 weeks)			
18 months	Hib DTPa MMRV	Act-HIB® Tripace® OR Infanrix® Priorix Tetra® OR ProQuad®	IM IM Subcut/IM Subcut/IM	
Aboriginal	Hepatitis A	Vaqta® paediatric	IM	
4 years	DTPa/IPV	Infanrix IPV® OR Quadrate®	IM IM	
Aboriginal	Hepatitis A 23vPPV	Vaqta® paediatric Pneumovax 23®	IM IM	
MAR	Pneumococcal vaccine is recommended for children with specific MAR conditions. Refer to the online Australian Immunisation Handbook.			

Additional *Haemophilus Influenzae Type B* (Hib), meningococcal and/or pneumococcal vaccines are funded for specific MAR groups. The recommendations are very specific. Refer to the online Australian Immunisation Handbook for details and further information.

## CHILDREN ≥ 5 YEARS OF AGE / ADOLESCENTS / ADULTS

Age	Antigen	Vaccine Brand	Route	Important Information
9 – 14 years Aboriginal	23vPPV	Pneumovax 23®	IM	5 – 10 years after the previous dose of 23vPPV
Year 8 students	dTpa HPV	Boostrix® Gardasil® 9	IM IM	9 to <15 years, 2 doses HPV with a 6 month interval
Year 10 students	4vMenCV (ACWY) Meningococcal B	Nimenrix® Bexsero®	IM IM	2 doses Bexsero with a minimum 8 week interval
50 years Aboriginal	13vPCV	Prevenar 13®	IM	
Aboriginal	23vPPV	Pneumovax 23®	IM	First dose 23vPPV should be given 12 months after the 13vPCV Second dose of 23vPPV 5-10 years later No more than 2 doses of 23vPPV to be given in a lifetime
≥ 70 years	13vPCV VZ (shingles)	Prevenar 13® Zostavax®	IM Subcut	Minimum interval of 12 months after any previous dose of 23vPPV Catch-up program for aged 71-79 years until 31 October 2021
Pregnancy	dTpa	Adace® OR Boostrix®	IM	Each pregnancy from 20 weeks gestation

\* Refer to the Annual Funded Influenza Program South Australia Schedule for influenza vaccine information

\*\* Medically at risk (MAR)

\*\* The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander people

For more information  
Immunisation Section, SA Health  
sahealth.sa.gov.au/immunisationprovider

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SA Health

<https://www.sahealth.sa.gov.au/wps/wcm/connect/867a5f004dda2d17a7dcff6d722e1562/200631+National+Immunisation+Schedule-FINAL.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-867a5f004dda2d17a7dcff6d722e1562-oePxtx>

## **MEDICATION**

### *Requests for the storage and supervision of medication*

#### **WE BELIEVE:**

It is important for children who require medication – long term and/or short term – receive it as prescribed by the Doctor or Pharmacist.

It is also important that children who require 'over the counter' medication also receive it as written by a Doctor or Pharmacist.

#### **THEREFORE WE WILL:**

- Require that all prescribed and 'over the counter' medications are accompanied by written directions from a Doctor or Pharmacist.
- Ensure all prescribed medication is only administered to the child to who it was prescribed - the right child has the right medication and the right dose by the right route (for example, oral or inhaled) at the right time, and that they write down what they have observed.
- Require parents to provide the appropriate way of administering the medication, eg; measuring cup or syringe.
- Ensure items such as nappy rash creams are written up in the medication folder. These will be administered by the staff without a medication plan.
- Ensure oral medications such as teething gels are written up in the medication folder and will not be administered without written consent from the parent or guardian.
- Ensure written instructions from a Doctor or Pharmacist are received in relation to 'over the counter' analgesics as it should be noted that analgesics (such as Panadol) can mask signs and symptoms of serious illness or injury and will not, therefore, be used by child care staff as a standard first aid strategy.
- Inform parents and guardians that in the instance of a repeat prescription, we do not require another medication plan to be completed if the repeat medication is concurrent with the first prescription and that no more than 1 week lapses between the first prescription finishing and the repeat prescription commencing.

#### **Procedure for Storage of Medication**

- Medication must be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. Families may supply thermal carry packs to maintain safe temperature storage and for the ease of medication on excursions.
- Storage should be secure with clear labelling and access is limited to the staff responsible for medication storage and supervision.



- Long term medication (eg Asthma inhalers or epipens) are held in medibags located in each room. An up to date medication / Illness Action Plan must accompany each medication.

**Safe storage of medication requires, as a minimum standard that the medication is:**

- Prescribed by a Doctor
- Provided by the parent or guardian
- Within the expiry date of the product
- Provided with written instructions from the parent, guardian, Pharmacist or doctor. These instructions must match those printed on the product packaging.

## **ENVIRONMENTAL SUSTAINABILITY**

Prospect Community Early Education and Care will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the education and care service. Educators, children and families will be encouraged to become advocates for a sustainable future.

### **Strategies for Policy Implementation**

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- The Service seeks to provide a physical environment that includes natural features such as plants, trees, edible gardens, sand, rocks, mud and water, and to allow children unhurried time in that environment.
- Sustainability is embedded in the Service's everyday routines and practices. These include:
  - Recycling, and use of recycled resources
  - Energy efficiency
  - Water conservation
  - Purchasing
  - Composting through collection of organic material
- Reuse and recycle containers are set up throughout the Service. Educators role model using the containers and discuss the reasons for them with the children. They encourage the children use these recycled materials.
- The Service practices energy conservation
  - air conditioning, lights and other electrical equipment are turned off when a room is not in use
  - computers, printers and photocopiers are turned off at the end of the day.
- Water conservation is embedded in the Service's practices
  - only the amount of water required to undertake programmed water play is used
  - water used in water play is emptied onto gardens
  - water play is discontinued during water restrictions, and the reasons explained to the children
  - educators encourage children to turn taps off to avoid wastage
  - water conservation posters are displayed in bathrooms.

Refer to the Service's *Water Safety Policy*.

- When purchasing equipment and supplies, the Service chooses items that are as eco-friendly as practicable. Preferred items are:
  - made from natural materials and fibres (e.g. wood, cotton, cardboard, metals)
  - locally or Australian made
  - made from renewable, reused, or recycled materials
  - repairable
  - durable, and able to be washed or wiped clean.
- The Service embraces green cleaning. Wherever possible, and without compromising health and safety, the Centre replaces chemical cleaning agents with eco-friendly cleaning products.
- Educators intentionally teach children about caring for the environment (e.g. energy efficiency, water saving), and involve them in planned experiences that develop life skills such as growing and preparing food, waste reduction and recycling.
- Educators remain alert to teachable moments (e.g. noisily feeding birds, rainbows, sun showers, cloud patterns) to share the awe and wonder of the natural world with children.
- The Service regularly shares information and ideas about sustainable practices with families via notice boards, newsletters, information nights, educator-parent meetings, website and face-to-face conversations to ensure a consistent message between the home and Service. In addition, the Service actively seeks ideas and resources on sustainability from families. Environmental issues are a regular item on the team meeting agenda, and resources from recognised authorities introduced and discussed.

Our website [www.prospectcc.com.au](http://www.prospectcc.com.au) is a useful tool for families – there are links, newsletters and many of our every day forms available on the site. Please familiarise yourself with our website and let us know if there is anything else that may be required.

We also have a Facebook Page – Prospect Community Early Education and Care

Menus, photos, staff information and events are all available via this page