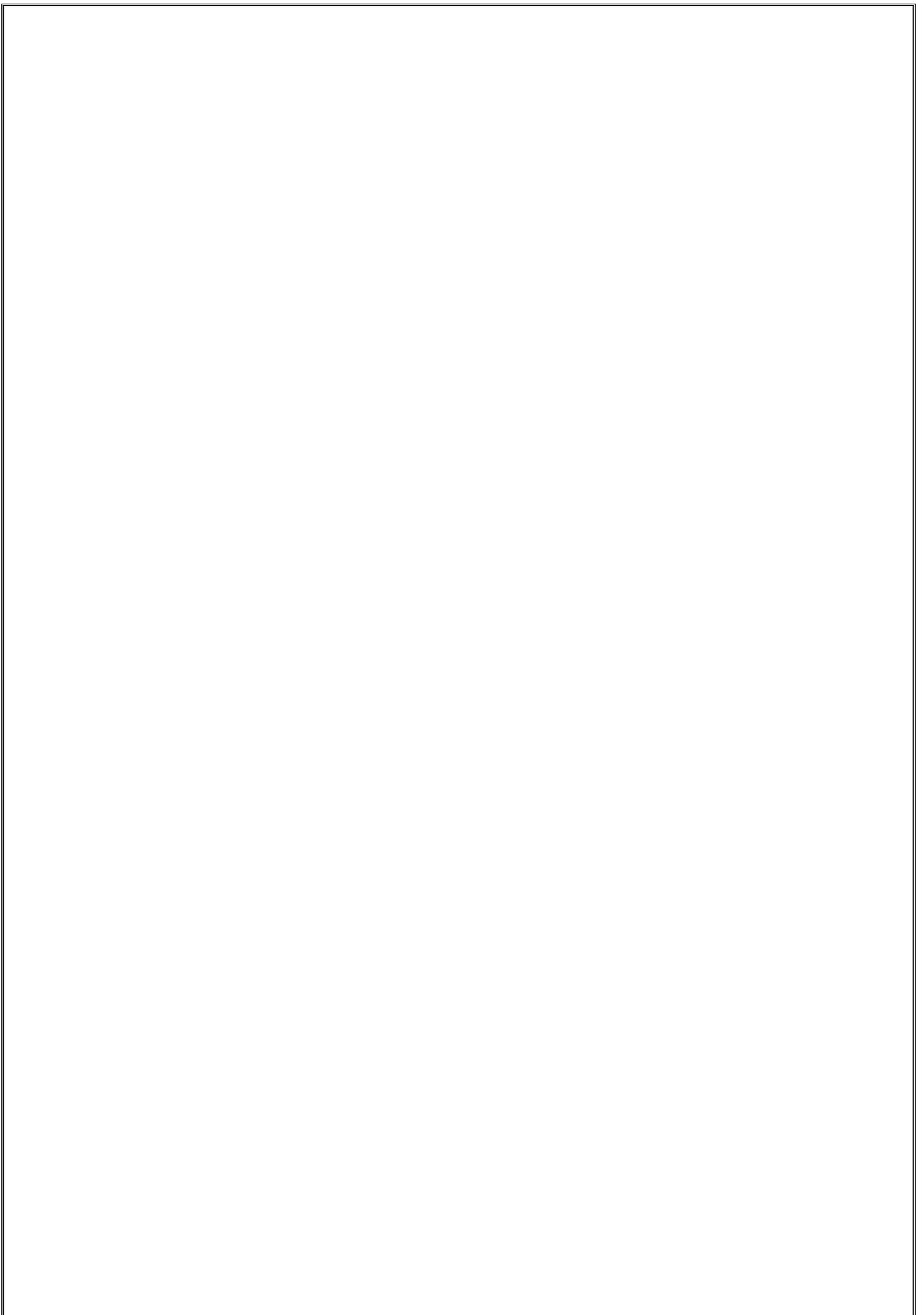




Carina Heights
Child Care & Development

Centre
Handbook



welcome

to Carina Heights Child Care & Development

‘Professionals in Early Childhood Education’

Address: 35 Gallipoli Road, Carina Heights, QLD, 4152

Phone: 0733981600

Email: director@chccd.com.au

Web Site: www.carinaheightschildcare.com.au

Facebook Page: www.facebook.com/carinaheightsccd

Should you require translation of this handbook, or any other information distributed by the centre, please speak with the Nominated Supervisor. Translating & Interpreting Service – PH 13 1450

Before You Commence

Before deciding to accept a position at Carina Heights Child Care & Development it is important that you understand and accept our terms, conditions and operating guidelines.

You’ll find information to help you make this decision in both this document (The Centre Handbook) and The Child Enrolment and Agreement Form.

About The Centre Handbook

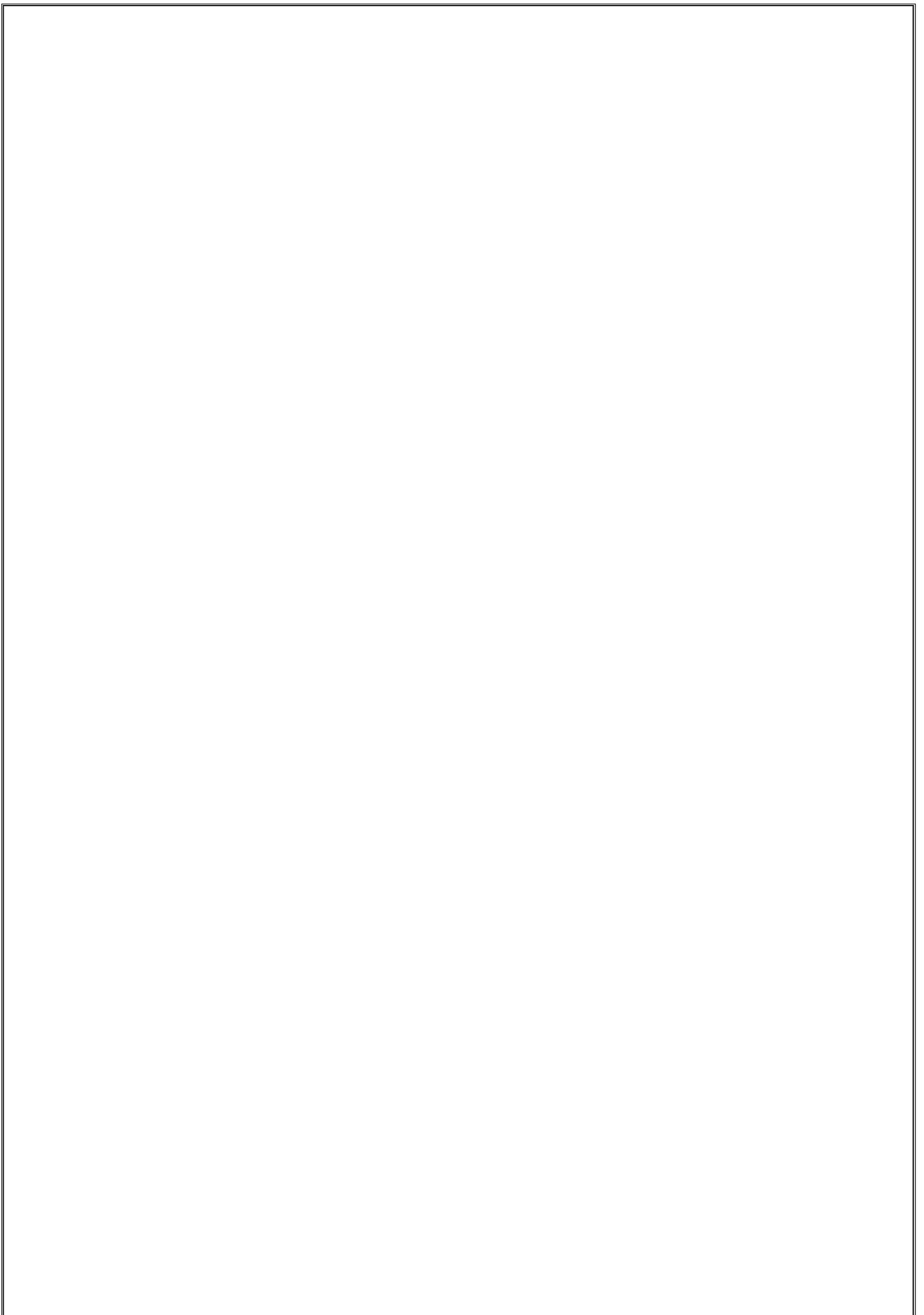
This publication will be a helpful guide for you during your time with us at Carina Heights Child Care & Development (CHCCD). Further it will outline important policies and procedures, along with assisting you through the orientation process.

About The Child Enrolment Form

It is vital that all sections of the child enrolment form are answered completely and accurately.

Information compiled in this form is essential as it will:

- Assist in meeting your child’s health and care requirements
- Support you and your child through a smooth transition into the Centre
- Administer Department of Human Services Legislation
- Meet requirements of Qld Government- Early Childhood Education and Care
- Meet the requirements of the National Quality Framework.



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Statement of Philosophy

We would like to acknowledge the traditional custodians, the Turrbal and Yuggera People whose shared ancestral lands we have built our CHCCD community on; where we work and play each day.

Carina Heights Child Care and Development is committed to excellence in the provision of care and education to children during their early years. Our aim is to provide a high quality, professional, personalised, friendly and welcoming service in a modern centre, designed specifically to enhance children's learning and development. Our service reflects community values and supports equitable partnerships, ensuring the centre is managed effectively through collaboration and consultation. Our educators are passionate, dedicated and caring people that have a genuine love of caring for children and embrace a holistic approach to pedagogy.

Our beliefs and intentions...

Children deserve trust, respect, security, love, attention, care and access to a committed, stable, discovery oriented learning environment where each individual feels they belong.

Each child is unique, and deserves their individuality to be recognised, respected and catered for through inclusive programs and holistic learning opportunities; taking into account that children learn differently, moving through the various stages of development at different rates and some may need additional support to do so.

We recognise that children learn through play therefore we strive to present a fun, nurturing and engaging environment which encourages children to grow holistically and form a lifelong love of learning.

We value an atmosphere that promotes children's self-confidence enabling them to take risks and become successful, capable, competent, independent learners in a safe, secure and supportive environment, assisted through responsible adult interactions.

We respect children's rights to make decisions and choices about their environments, interactions and emotions; and promote an environment that fosters these choices and decisions to develop a strong sense of identity and autonomy in children.

We promote the importance of childhood and acknowledge the child's right to be in the present and make meaning of their world, offering information and guidance where necessary.

We aim to encourage awareness in children of becoming socially responsible and respectful of the natural and constructed environment around them.

We hope to establish supportive partnerships with parents, families and the community to reflect current child rearing practices; culturally enrich our learning environments and educational programs; inspire collaboration and achieve the best outcomes for each child.

We acknowledge that families associated with our centre will often comprise of different cultures and structures and envisage being able to learn from each other, promoting a sense of fairness, co-operation and respect for diversity.

We will embrace the relevant frameworks that guide our practice and utilise them to implement meaningful educational programs that provide challenging yet achievable learning experiences, develop creativity, foster curiosity and encourage active exploration of our environment.

We intend to work together as a team to promote a professional environment; respectful of each other's views; and continue to grow together through professional development and critical reflection.

Valuing Australia's Aboriginal and Torres Strait Islander cultures...

Aboriginal and Torres Strait islander culture, histories and perspectives are meaningfully embedded throughout service operation from the office and administration through to the creation, design and implementation of learning programs.

Part of embedding Aboriginal and Torres Strait Islander cultures and ways of being is the inclusion of our symbols.



Our "Carina Heights Child Care and Development" symbol depicts a series of circles with lines that intersect. On a basic level the concentric circles represent the child, the families and their home as well as the service with its educators and learning environments while the dissecting lines represent our community and its influence. This symbol is a nod to Bronfenbrenner's ecological systems theory



Our "Tucker" symbol depicts a Grevilla blossom, a species that we have growing in many of our native gardens surrounding the service. Not only do our Grevilla blossoms attract and feed our local fauna but they are a delicious bush tucker food with their nectar creating a delicious, sweet drink for us to enjoy. We use this symbol to represent all aspects of our program that relate to food and nutrition.



"The Child" is one of the 3 symbols that form the basis for the design of the Educational program within each learning environment. It represents an individual child.



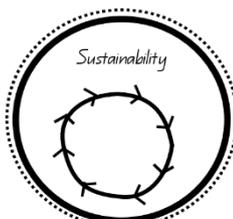
"The Group" is one of the 3 symbols that form the basis for the design of the Educational program within each learning environment. It represents a group of 2 or more individual children. We acknowledge that learning occurs in social contexts.



"The Community" is one of the 3 symbols that form the basis for the design of the Educational program within each learning environment. It represents our connectedness to our community.



Our "Family" symbol represents our diverse families as they surround and support the children to grow and develop. We acknowledge that families are the children's first and most influential teachers. We use this symbol in multiple ways to signify families.



Our "Sustainability" symbol represents our continuous journey of improvement and flexibility as we strive to embed sustainable practices in our ways of being and doing. We acknowledge that sustainability is a journey and not a destination and as such are committed to our role as advocates for the future, supporting the children to develop sustainable dispositions. We use this symbol to represent aspects of our program that relate to sustainability.



Our "Belonging" symbol represents everyone. It depicts the people of all 7 continents under one sun. We acknowledge and accept our role as advocates for inclusion. We understand that inclusive practice is a process of identifying, understanding and breaking down barriers to participation and belonging.



Tidda is a Korri word that means sister, best friend, peer or mentor. It is an important term that describes the connection between women. At CHCCD our "Tidda" symbol represents the coming together and knowledge sharing between team members alongside a mentor figure with all parties equal. We understand that each Educator brings with them their own unique perspectives and we endeavour to create a safe space to cultivate collaboration.



Our "Meeting Place" symbol depicts a series of circles with lines that intersect. Starting from the centre we have our Children, Educators and Families, then our community influences, then the management teams and our service policies encompassed by our final level that is the national law and regulations. The intersecting lines represent the journey that we have taken to come together with all our divergent perspectives.

Part A – Operational

Licensing

The centre operates under the Education and Care Services National Regulation and the Education and Care Services National Law. This is overseen nationally by the Australian Children’s Education and Care Quality Authority (ACECQA) and on a state level by Qld Government- Early Childhood Education and Care
Should you need to contact ECEC you can do so by telephoning 3028 8063

The centre must comply with the National Regulations and Law in relation to activities, experiences and programs, the number of educators and children and educators qualifications. As part of this compliance, on display in each room, please find a notice stating current information about the group and educators. You will further receive this information in your “Room Handbook” issued separately.

The centre operates a Queensland Government - Approved Kindergarten Program. This is implemented by an Early Childhood Teacher.

The centre is registered with The Australian Government – Department of Education and The Department of Human Services, enabling you to claim as eligible Child Care Subsidies (CCS).

Rooms / Age Break-Up

Aqua Room : 6 weeks - 2yrs : 8 children : 2 educators

Blue Room : 12 months – 2 years : 12 children : 3 educators

Yellow Room : 2 years - 3 years : 15 children : 3 educators

Green Room : 3 years - 4 years : 18 children : 2 educators

Red Room (Kindergarten) : year before formal schooling : 22 children : 2 educators

Hours Of Operation

The centre’s hours of operation are 7am through until 6pm.

The centre operates from Monday to Friday, 52 weeks per year.

The centre is closed on public holidays.

(Collection of a child after 6pm will incur a late fee)

Please refer to ‘Fees’ Section of this literature for further information about late fees and fees for public holidays and other absences.

Centre Features

- A purpose built early childhood facility with large outdoor environment
- Air-conditioned, spacious rooms
- An Approved Kindergarten Program which is implemented by an Early Childhood Teacher
- Educational experiences and learnings guided by relevant curriculum documents (The Early Years Learning Framework, The Queensland Kindergarten Learning Guidelines, The National Quality Framework)
- Supporting and encouraging parent and community involvement
- Qualified (or studying) early childhood educators
- A kitchen licensed with The Brisbane City Council and working to an accredited Food Safety Program; with meals prepared by a registered Food Safety Supervisor.
- Nutritious Meals – (morning tea, lunch, afternoon tea and late afternoon tea) – some exclusions apply, please refer to nutrition section of this literature. Families are asked to supply one piece of fruit or vegetable each day of attendance.
- Disposable nappies for babies (Aqua), toddlers (Blue) and yellow room
- Sunscreen (*In the event that your child has skin allergies and cannot use our sunscreen please provide an appropriate one*).

Priority Of Access

Access to the centre is in accordance with Commonwealth Government Allocation. Due to high demand for child care, the Federal Government has established 'Priority of Access' guidelines. Following these guidelines families may be asked (with 14 days' notice) to change days or reduce days to create places for families with higher priority needs.

Priority 1 – a 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

Part B – Information Processing / Gathering

Privacy & Confidentiality

The centre collects personal information in relation to you and your child necessary for – providing care; meeting a child’s health and safety needs; to administer both Department of Education and Human Services requirements; to meet the requirements / legislation of ACECQA and The Qld Government - ECEC. This gathered information is stored securely on the premises and will only be accessed by, or disclosed to, authorised personnel of the centre or as directed to do so by law.

Parent Concerns

The centre has a procedure for handling grievances and complaints (please refer to the Grievance Resolution Policy in the policies folder in reception for the full policy). Please do not hesitate to raise any concerns with your child’s educator.

The centre Nominated Supervisor is also available to discuss any care or education concerns.

Concerns will be dealt with professionally and confidentially.

Updating Information

Should the information gathered upon enrolment change please advise the centre in writing immediately. The “amend enrolment details form” can be found in reception and on the centre website to the Nominated Supervisor will ensure your child and family details are current.

Electronic Media

The centre has a web site www.carinaheightschildcare.com.au. This is used as promotional medium for families interested in the centre. Photographs of the children attending the centre will not be used without parent permission.

The centre has both a Facebook Page and an Instagram Account. These are a fun, friendly place for sharing the exciting happenings of the centre. Children’s images will not be used on these accounts unless permission has been given (via the enrolment form). When commenting on the page, please respect that this is a place for the enjoyment of our centre community.

Part C – Attendance

Attendance

CHCCD requires children to attend a minimum of two (2) days per week.

Arrival at the centre prior to 9am is appreciated as this offers educators time to spend with your child as they separate from you. Please appreciate that after 9am, educators may be busy with class group learning sessions, morning tea etc. and may not be so available to assist you and your child with separating.

Please telephone or email the Nominated Supervisor if your child will be absent from the centre. For longer absences e.g. family holidays, a specific form can be found in reception.

Should a child be absent from the centre for two weeks without written notification and without fees being paid prior to the absence, the child's position will be cancelled.

Changing Enrolment (Altering days of attendance)

Reducing days of attendance OR Withdrawing from the centre

Four weeks' written notice is required should you wish to either reduce your child's days of attendance or withdraw from the centre.

IMPORTANT – In lieu of 4 full weeks' written notice being given, 4 weeks fees (at a full fee rate) will be charged.

Further, should a child finish at the CHCCD on an 'absence', this day and any absences immediately preceding this will be charged at a full fee rate as per DHS legislation as we will be unable to claim Child Care Subsidies for the absent days.

Change of days

Written notice to the Nominated Supervisor is required (see the "update booking form" form in reception or on the website) should you wish to request a change in day/s of attendance for your child. As the centre usually runs to capacity, it may be necessary for us to 'wait list' your child for this change in day request.

Booking extra / casual days of care

As families take annual leave you can find their days available for additional casual bookings. If you require extra casual days you may request to use one of these days, confirming it with the office staff. Please be aware before committing to book the day – If you request an extra day, you will be obliged to pay for this day (even in the event that you cancel).

When booking additional casual care days – we do require a written record of this request. Please either email the centre or complete the form as found in reception.

Ongoing Enrolment

Opportunity to transition children through the centre to the next age group is based on availability and not necessarily due to a birthday. Often we run like a 'school year' with movement only occurring in January. Children will continue in current rooms until such time as a vacancy becomes available in the next age group.

Part D – Fees & Charges

To ensure your child's position remains current at the centre, it is important that you understand the following.

Acceptance Fees

Upon commencement

Upon accepting a position at CHCCD, a \$50 per day 'acceptance fee' is payable. This fee will be deducted from your fees in the week your child commences at the centre.

The fee is non-refundable in the event that you decide not to go ahead with the enrolment.

Yearly re-enrolment

From year to year as your child transitions through the centre we conduct a re-enrolment process. During this time should you request an increase in days of attendance for the following year, you will be charged a \$50 per day holding fee. This fee will be deducted from your fees in the week your child commences the extra days. The fee is non-refundable in the event that you decide not to go ahead with the additionally booked days.

Fees Payable Advice

- Fees are payable each week, on your child's first day of attendance
- Fees are payable for ALL days for which your child holds an enrolment including public holidays, sick days, family holidays, other general absences.
- Fees are payable for non-immunised children who are excluded from the centre during outbreaks of vaccine preventable illnesses (refer to Infectious Diseases Policy)
- Fees are payable during any period of forced closure e.g. by QLD Health during outbreaks of illness.

Payment Options

- The centre offers several methods for the payment of fees. These include cash, cheque (please make out to Carina Heights Child Care & Development) and Ezi Debit (refer to information within this pack).
- An invoice / statement will be issued should child care fees become 1 week in arrears.
- Should child care fees fall 2 weeks in arrears, the position at the centre could be cancelled.

Child Care Subsidies (CCS)

Families may be eligible for the child care subsidy rebates from the Australian Government – Department of Human Services, please refer to the CCS section in this literature for further information.

The centre will charge fees at a full daily rate until such time as any rebate information is received. Please contact the Department of Human Services (DHS) **prior to commencing**

Ph: 13 61 50 to check your eligibility.

Late Fees

It is important that you contact the centre as soon as you realise you will be late to advise us of the situation. Late fees will be charged at \$20 per child, plus \$1.00 per minute per child from 6pm until the time of collection. (See arrival and Departure of Children Policy)

If you have not been in contact with the centre by 6.05pm, one of your child's authorised nominees will be notified. Should neither you nor the authorised nominee be contactable, The Department of Communities - Child Safety & Disability Services or the local police station will be notified.

Special Events, Incursions and Excursions

A one off, non-refundable Special Events Levy is charged to cover your child's inclusion in centre-based incursions, community days, celebrations and cultural events.

Should an excursion away from the centre be planned, costing for this will be separate from fees and advised to parents.

Part E – Child Care Subsidies (CCS)

Child Care Subsidies (CCS) are subsidies provided by the Federal Government to reduce the cost of child care fees. CCS is based on several family factors - the DHS will be able to advise any entitlements for your family.

The telephone number for The Department of Human Services (DHS) = **13 61 50**

Completing the CCS section accurately in your child's enrolment form will assist CHCCD in administering, as eligible, Child Care Subsidies.

Important CCS centre related information to consider:

- Through your child's enrolment form we request all the information required to administer as eligible CCS. The transfer of your CCS information between us and the DHS will only occur when an exact match of information is received. Please complete all CCS sections in your child's enrolment form accurately and totally.
- From time to time, issues do arise with the administration of CCS and the transfer of information. When this occurs we will endeavour to sort out discrepancies for you. However sometimes the Nominated Supervisor will advise you of a problem arising that will need your attention to sort out with the DHS.
- Make sure you regularly check your MyGOV inbox to ensure that you have no outstanding "tasks" to complete. Incomplete tasks may disrupt the application of CCS.
- Signing your child in / out each day is essential. Please also sign for any absences, via the Android Tablets in reception.
- Under Federal Government Legislation children are allowed **42 days of absences** each financial year before this funding support ceases. These absences can be for any reason and without proof of circumstances. Public holidays are included in these absences.
- Absences are accumulated across different services should your child use more than just this centre. A financial statement will be issued to you each month and will show how many absences your child has had. You can also request this information at any time from the Nominated Supervisor.
- Again we remind you – Once notice has been given of intention to remove your child from the centre, should your child finish at the centre on an 'absence', this day and any absences immediately preceding this will be charged at a full fee rate as the Australian Government – Department of Human Services will not pay Child Care Subsidies (CCS)

Part F – Orientation & Settling Your Child Into CHCCD

The centre is committed to working with your family and building an ongoing positive relationship to ensure a successful transition into the environment. Developing a good rapport will assist in easing some of those separation anxieties you and your child may have.

A thorough orientation process is in place for you and your child. This centre handbook together with the enrolment pack, orientation visits and communication with staff all support a positive transition into the centre.

Preparing Your Child for Care

Orientation

Preparing your child for care is an important part of a successful transition into the centre. Young babies will require a different type of preparation to older children but be assured all lead up work to that first drop off day will be beneficial.

We encourage orientation visits to the centre prior to starting. During a visit you could – chat with your child’s educator; look around the centre and in particular your child’s room; join in some of the learning experiences; explore outside; look at the menu; locate your child’s locker and find out where the toilets are. These are just a few ways to assist with settling into the new environment.

Praise your child after the visit. Talk positively about the room, other children, the educators and the environment in general.

For older children, having them help pack their kindy bag in readiness for the day is another opportunity to assist with settling in.

Settling In – The First Day

Settling in is as individual as your child. Leave plenty of time for the first day. Try not to rush things. You may like to make your child’s first day shorter or only half a day – just until they become familiar with the new environment.

As you arrive, approach the educator to say good morning. For older children have them assist you with putting kindy bag, sheets, water bottle and hat in their place. Ask your child which activity they would like to do first.

After a short while explain that it’s time for you to go and that you’ll be back later. Reassure your child that you will be returning to collect him/her. Try to make this separation as short as possible. Once you have decided that it’s time to leave, make it quick. The longer you take to say good-bye, the harder and more drawn out it will become.

For some children, initial separation may be difficult. Should there be a problem during this initial separation, please be assured our educators are very experienced at settling / distracting upset children and will work with you to develop strategies to support both your child and you!! By talking with educators, parents will be able to develop a procedure to help your child settle in. In some cases it may be better to leave your child quickly and return early to spend time at the centre sharing activities at the end of the day.

Daily Arrival Checklist

1. We strongly recommend arriving at the centre **before 9.00AM**. This allows our educators to spend time with you and your child settling in and exchanging messages. Please appreciate that after 9.00am educators are very busy with group learning sessions, morning tea etc.
2. We encourage hand washing upon arrival and at departure. This assists with reducing the spread of illnesses. Hand sanitising gel is available in reception.
3. Please remember to log your child in and out each day via the Android Tablets in reception.
4. Please place fruit or vegies in the basket under the displayed menu by the front door.
5. For Babies, complete the Bottle Receipt Register then place bottles into the fridge. Record information as required to support continuity of care on the white board in the nappy change area.
6. Check your child's information pocket for messages.
7. Place your child's bag in a locker or on the bathroom shelf (in Aqua)
8. Should your child require medication to be administered during the day please hand it to an educator or reception staff. Medication (of any type – including asthma puffers, creams and lotions) **must not be left in lockers / kindy bags**. Please ensure the appropriate medication form is completed. Refer to the medication section in this literature for further information.
9. To ensure a safe hand over, always leave your child with an educator on arrival. Please also advise an educator when you are taking your child at the end of the day.
10. It is important to advise the educators / Nominated Supervisor of any change in pick-up arrangements. If someone different is picking up your child we will need to ensure they have been authorised by you as a person who can collect your child.

As necessary, it is advisable to mention to the Nominated Supervisor any changes in parent contact details for the day.

What To Bring On The First Day

The following items will assist in your child having a comfortable day at the centre. Please ensure these items are brought every day of attendance.

CHCCD sees over 100 children each week, therefore it is important to ensure all your child's items are clearly labelled with their name.

Aqua

- Sufficient feeding bottles (*plus one extra one*). For safety – each item used for feeding *must be labelled* with your child's name. Ready-made bottles must be placed in the fridge after recording them in the 'Bottle Register' (located on fridge door).
- Any comforters – labelled with your child's name
- Nappy creams, teething gels etc. if required (these must have a pharmacy dispensing label with your child's name on it)
- Spare clothes with enough for multiple changes
- Hat offering suitable sun protection (covering neck, face and ears)
- Sunscreen (if allergic to the centre sunscreen)
- Water bottle - for hygiene reasons we suggest these are taken home and washed each day.
- A piece of fruit - you will find a basket located on the kitchen counter. Sometimes for something a little different families contribute vegies, sultanas, rice crackers – could any extras like crackers & sultanas please be in unopened packets etc.

Blue

- If required; Sufficient feeding bottles. For safety – each item used for feeding *must be labelled* with your child's name. Ready-made bottles must be placed in the fridge after recording them in the 'Bottle Register' (located on fridge door).
- Any comforters labelled with your child's name
- Nappy creams, teething gels etc. if required (these must have a pharmacy dispensing label with your child's name on it)
- Cot sheets in a bag/pillowcase (named), with maybe a **small** blanket or top sheet in winter. For sleep safety we discourage the use of pillows.
- Spare clothes a few full changes, plus extra underpants.
- Enclosed shoes on feet or in bag (for bush kindy)
- Hat with suitable sun protection (covering neck, face and ears)
- Sunscreen (if allergic to the centre sunscreen)
- Water bottle - for hygiene reasons we suggest these are taken home and washed each day.
- A piece of fruit - you will find a basket located on the kitchen counter. Sometimes for something a little different families contribute vegies, sultanas, rice crackers – could any extras like crackers & sultanas please be in unopened packets etc.

Yellow, Green & Red

- A few full changes of spare clothes, plus extra underpants.
- Hat with suitable sun protection (covering neck, face and ears)
- Enclosed shoes on feet or in bag (for bush kindy)
- Sunscreen (if allergic to the centre sunscreen)
- Water bottle - for hygiene reasons we suggest these are taken home and washed each day.
- Cot sheets in a bag/pillowcase (named), with maybe a **small** blanket or top sheet in winter. For sleep safety we discourage the use of pillows.
- A piece of fruit - you will find a basket located on the kitchen counter. Sometimes for something a little different families contribute vegies, sultanas, rice crackers – could any extras like crackers & sultanas please be in unopened packets etc.

PLEASE DISCOURAGE YOUR CHILD FROM BRINGING VALUABLES / TOYS.

In this busy communal environment we cannot guarantee their safety and they may cause harm to other children.

Clothing for sun safety, comfort and safety

- It is important to consider if clothing and footwear is appropriate for the experiences of the centre. The clothing a child wears will influence the experience they have as it affects their health, safety, play and learning (Stonehouse, 2008). The most appropriate clothes for your child to wear are a comfortable, safe piece, offering sun protection and suitable for the climate.
- Where age appropriate, the educators encourage self-help, so items like 'body suits' or overalls can be difficult for the children to manage.
- Messy learning experiences are a daily part of being in the centre. Every attempt is made to keep clothes as clean as possible, and children are encouraged to wear aprons when engaged in messy play.
- Footwear should be safe, well-fitting and comfortable. It should offer protection and support. Thongs, shoes with heels or slippery soles can be dangerous. When it is safe to do so, children may be encouraged to remove their shoes so they may develop a sense of where their body is in space (proprioception) and how they can move to safely negotiate their environment.
- Appropriate sun protection includes – applying sunscreen prior to arrival, hats (wide brim or a flap at the back offering neck protection), sun glasses, clothing with good coverage e.g. t-shirts. Shoes will also be worn to ensure that feet are protected from the heat of equipment and the ground, during hot weather.

- The centre has a NO HAT NO SUN PLAY policy.
- Should you have any 'special requests' in relation to dressing your child, please, talk to your child's educator.
- **Another reminder to please label clothing!**

Settling in – a final thought

Every child is different. If you are persistent and consistent, then your child will settle more quickly and also will become far more independent.

You may like to try a few of these tips we have listed or all of them!

Please be assured, that generally if tears fall they are usually only for a short time, then usually a child notices what is around them and becomes immersed in other things.

The educators will contact you should your child not be settling. You are very welcome to telephone the centre to check on your child.

Communicate with your child's educator as much as possible, these settling in times may be tough for families too... *We're here to help!*

Part G – Educators, Educational Programming, Approved Kindergarten Program & Extra Care Information

Educators

Centre educators are qualified or training early childhood professionals. They are experienced in child care and education for young children. We seek to employ dedicated professionals and work hard to retain them, offering you and your child continuity of care. All educators hold current - Suitability/ Blue Cards, first aid certificates including CPR, Anaphylaxis and Asthma training.

A photo display in the foyer includes all the staff and educators working regularly within the service and outlines their name, position and qualifications.

All educators are given regular non-contact time to participate actively in their ongoing professional development. Each room is allocated weekly non-contact planning time on a regular basis to develop their curriculums.

Our educators work a 5 week rotating roster. Across the 5 week cycle you will get to meet most of our educators, and in turn our educators will get to know you and your child. We see that this whole team approach to caring for your child offers security and comfort as they grow and move through our rooms. This further develops strong relationships between the centre and families.

As educators take holidays, we seek to replace them with familiar relief educators. You will be advised of any educator changes that can be expected in your child's room, via Educator shift times display in or outside your child's room.

Educational Programming

CHCCD's learning program is guided by The Early Years Learning Framework – Belonging, Being and Becoming (2009). This describes principles, practice and outcomes for children's learning from birth to school age. The frameworks recognise the importance of children's learning being dynamic, complex and holistic. A brochure outlining the vision of the Framework can be found within your enrolment pack.

Room handbooks (issued separately within this enrolment pack) combined with daily feedback and notices both throughout the centre and emailed will provide you with extensive feedback / information about your child's busy day.

Should you ever feel you require further information, please feel free to speak with educators or the Nominated Supervisor.

Further information available includes-

- A general description of the activities and experiences as implemented at the centre.
- The centre's statement of philosophy (a copy of which is located at the rear of this document) as it relates to learning, child development outcomes and how it is intended the outcomes to be achieved.
- The learning goals and milestones are achieved through play based activities; intentional and spontaneous teaching; routines.

Each room of the centre uses a diverse range of mediums to support / document the implementation of the curriculum and children's learning. Family preferences will be incorporated where possible, supporting you to be a part of your child's learning, you are welcome to add comments and feedback.

Our educators extend and enrich children's learning through a wide variety of experiences. Through play based programs the children can actively participate to construct understanding, this promotes all areas of child development including physical, social, emotional, personal, spiritual, creative, cognitive and linguistics. Educators have access to a wide range of resources to challenge and excite. After implementation programs are evaluated for future growth, support and development.

Comprehensive daily feedback is available in each room. Room displays too will give insight into children's explorations and development.

Approved Kindergarten Program

The centre operates an approved kindergarten program. Our kindergarten teacher holds a 4 year early childhood teaching qualification and Queensland Teacher Registration. The Queensland Kindergarten Learning Guidelines are used to support curriculum development. (*Extra information about the kindergarten program / funding will be provided to families' eligible for this group*)

The program operates 48 weeks of the year in line with the teacher's attendance (this is 52 weeks less the teachers' annual leave). The teacher's roster is displayed in reception, enabling you to access the educator for this prescribed time.

To enable us to receive Queensland Government funding for your Kindergarten child, he / she must utilise the program for a minimum of 15 hours (2 days) per week.

Positive Behaviour Guidance

CHCCD recognises the wide range of age groups that access the centre and the differing developmental needs of individual children. Positive guidance support and management is approached by:

- applying appropriate measures (in keeping with community standards)
- using consistency and compassion
- having regard at all times to the respect and dignity and individual uniqueness of the child
- having regard to the other principles set out in the Philosophy Statement and Policies and Procedures of the centre

Through the above we aim to create a safe, secure, stimulating and organised learning environment which supports the rights of all children to learn and achieve. To develop an atmosphere in which there is respect, consideration and courtesy for all social groupings and child rearing practices.

We aim for children to understand the consequences of their behaviour and how their behaviour infringes on those around them. We aim to develop in children the ability to become self-aware and self-regulated so that their needs and interests become clearer to themselves and those around them.

Consistency amongst educators and parents minimises confusion and allows us to set limits for behaviours, which in turn teaches children self-discipline.

Collaboration

Educators at CHCCD acknowledge and respect diversity within our community. The centre seeks to work in partnership with families to support individual needs, values, beliefs and interests. To enable us to support and actively encourage all members of the community please mention any specific needs in your enrolment form, to the Nominated Supervisor or your child's educator – these may include histories, cultures, languages, traditions, child rearing, lifestyle choices, health concerns, challenging behaviours, gifted or talented, physical or developmental delays.

Planning for integration of children and families with a range of diverse needs into the centre takes careful thought and in some instances the assistance of specialised professionals. The educators may need to adjust routines, the learning environment and communication methods to cater to individual needs.

Communication

The centre uses various forms of communication to actively support you to be a part of our special community. Communication methods include: - newsletters, email messages, "Around The Rooms" educator developed newsletters, notices / displays in reception or verbal communication, Facebook and Instagram. If you have any further ideas about effective communication techniques, we're always open to new ideas!

Educators use both formal and informal methods to communicate about your child's time at the centre. Daily 'chats' with your child's educator shares valuable information, ensuring a smooth transition between home and the Centre. If you miss seeing your child's educator in the morning you can either leave a message with another educator, write in the room communication book or drop a message in the front reception box for passing along.

Our educators will provide you with daily feedback (in different format/styles) about your child's day; this is located within your child's room. This will include food eaten; sleep times and for younger children nappy changing.

Each year a parent/educator interview will be offered mid-year, providing a more formal catch up. The kindergarten teacher will offer two parent/educator meetings across the year along with issuing a Transition Statement around November to support children and their families in their move to formal schooling.

If you ever have any questions or concerns, please feel free to approach your child's educators for help. Should the educators ever have any concerns, they will telephone you and advise the situation. Page 13

If you ever have any questions or concerns, please feel free to approach your child's educators for help. Should the educators ever have any concerns, they will telephone you and advise the situation.

Parent Participation

It is our aim to support you in caring for your child. Families are always welcome to spend time at the centre, whether it is a quick 5 minutes upon arrival in the morning, or for a few hours during the day. Your participation and involvement contribute to positive partnerships and strong relationships between the centre and home.

We value the unique skills each parent has. Educators may survey parents about any interests or talents they may like to share with the class; this offers the children a range of experiences, knowledge and further enriches our programs and curriculum.

Your involvement may be:

- Adding photos via email to your child's room. this might include parts of your family life you'd like to share eg. An outing on the weekend, working

- Sharing a special skill/talent/interest you may have i.e. playing an instrument, speaking a second language, cooking, reading to the children etc.
- Participating in Scholastic Book Club.
- Sharing your family culture.
- Bringing in collage materials and artefacts from home.
- Participating in excursions.
- Reading notice boards, checking information pockets and keeping in touch with your child's educator.
- Spending an extra few minutes at the beginning or end of the day with your child e.g. reading a book, doing a puzzle, looking around the room.

Special Events & Incursions

At Carina Heights Child Care and Development, we value diversity and inclusivity and as a service we celebrate a diverse range of special events and days of cultural significance that represent the children, families, staff of chccd and our wider community. Annually, with the input from staff, families and the children the centre plans a calendar of special events and incursions to excite and entertain.

Excursions

Where educators feel an excursion away from the centre may have beneficial outcomes to enhance the curriculum, a trip away from the centre may be organised. As per the centre Excursion policy and procedures, detailed supporting information will be provided to you along with a permission authority prior to the trip.

Birthdays

Birthdays are a special time, especially sharing them with fellow class mates. You are welcome to bring a cake to the centre.

As with any food served at the centre we are mindful of health, hygiene and safety. Some points to consider and maybe clarify with your child's educator or the Centre Food Safety Supervisor;

- **Food allergies within the class – especially nuts (i.e. almond milk), egg and dairy, PLEASE SUPPLY A LIST OF INGREDIENTS or the cake mix packet enabling us to identify ingredients. *Please note for safety – we cannot serve a cake brought to the centre unless an ingredients list is supplied.*** Forms in the kitchen for this are on the counter near the kitchen.
- Bringing cupcakes for sharing rather than one large cake – the Birthday person will have the cupcake with the candle

Policies and Procedures

CHCCD has extensive policies and procedures developed to give consistent, safe, appropriate guidance for educators and other community members. A full copy of the policies and procedures is located in reception for your reference. Should you ever require a copy of a specific policy, please speak with the Nominated Supervisor.

The services policies and procedures are reviewed, revised and updated, your input into this process will be sort, please look out for your opportunity to be involved via notice boards, parent pockets or email.

Students / Volunteers / Visitors

The centre is keen to support early childhood educators of the future. Across the year you will see students or volunteers working within rooms, they are not a replacement for educators and will have practical tasks to complete for their course. Students, volunteers and visitors, like educators, must hold Suitability Cards (Blue Cards) for working with young children.

Professional Memberships

CHCCD is a member of several professional support organisations. These include: The Australian Childcare Alliance-Queensland and NAQ Foundations. These memberships ensure the centre is up to date with the latest industry requirements and knowledge.

Part H – Nutrition

The centre aims to provide nutritionally balanced, safe meals to children, incorporating a range of food groups, cultural styles, tastes and textures, and to meet medically diagnosed dietary needs - all to encourage lifelong sound eating habits, health and wellbeing. Food provided will be fresh with seasonally available food preferred. The centre aims to provide each child with at least 60% of their recommended daily intake of key nutrients to assist with growth and development.

The centre provides all meals – including morning tea, lunch, afternoon tea and late afternoon tea; this in regular and predictable routines. *(Due to supervision, ratios and food safety, breakfast and dinner are not given to children (centre or family supplied))*

Families are asked to provide one piece of fruit or vegetable each day – this will be prepared by the cook / Food Safety Supervisor for either morning or afternoon tea.

Water will always be accessible, or offered, to children across the day. Children are encouraged to bring individual water bottles. These should be taken home at the end of each day for washing.

**See “Healthy Eating and Meal Times Policy” for further information.*

Menus

The centre has a 5 week rotating menu; this has been assessed by Nutrition Australia. You will find the menu displayed in the reception foyer and near the sharing basket.

Parent input is sought and welcomed when developing new menus. Please feel free to pass along any ideas, suggestions or recipes for inclusion.

Food Safety/Dietary Requirements

The centre will provide all food to children under strict food safety controls, policies and procedures. As mentioned previously, birthday cakes are parent supplied.

The Food Safety Supervisor (FSS/Cook) will work with families to meet medically diagnosed dietary requirements. In the provision of food by the centre, consideration to meal changes to meet dietary needs will only be accommodated for a **medically diagnosed condition** substantiated by a letter from your child’s Doctor and an Action Plan. Prior to a child’s commencement families should discuss *carefully* with the Food Safety Supervisor the medically diagnosed dietary requirements, enabling the FSS to make necessary adjustments to any meals.

If your child is anaphylactic to any foods you must ensure a current adrenalin auto injector is available at all times your child is in attendance at the centre.

Where the centre does not feel it can safely and adequately meet a child’s individual dietary needs, parents may be asked to provide some or all food.

**See “Food Safety Policy” for further information.*

Babies

Babies will be fed as required. Food will be prepared and served according to individual developmental stages.

Parents are required to provide feeding bottles (made up with formula or breast milk). It is recommended that bottles are transported to the centre in cooler bags.

Aqua room staff deal with many bottles in a day. To ensure your child is fed the correct bottle and to ensure at the end of the day you receive back the correct bottle **all parts of your child's bottles must be labelled with their name**. Please place these in the preparation room fridge and record them on the Bottle Receipt Register provided on the fridge.

Mothers who are able to return to the centre during the day are welcome to breast feed their baby.

**See "Caring for Babies Policy" for further information.*

Fussy Eaters

The centre will provide plenty of healthy choices.

Children will be encouraged to try new foods, but will never be forced to eat.

Children will be offered choices at meal time. E.g. different topping on sandwiches, after sampling the hot meal will be offered an alternative.

Educators will act as good role models, being enthusiastic about eating efforts. Children will be encouraged to eat with other children who too act as role models.

Children will be encouraged to feed themselves. This may be messy but will assist children in taking control of their food.

Part I – Health, Illness, Immunisation (Including Medication and Paracetamol Administration)

CHCCD will always operate in the best interests of the health and well-being of the children under its care. This means that, where necessary, actions will be taken to preserve and protect the health of not only individual children, but also that of all the centre community including other children and staff.

By adopting the following practices, educators and families can work together to foster the health and well-being of the whole centre community. It is important to exclude children who may introduce or re-introduce infection into the centre.

Please keep us informed of changes that occur relating to your child's health, including immunisation (up-date form in reception) and any illness.

The centre uses as a reference for actions the Australian Government publication 'Staying Healthy – 5th Edition' (2012). The following information has been taken from this publication.

Medication-

For the purpose of defining procedures Medication is broken into 3 categories, each of which has a different form to be completed.

- **Prescribed Medication including Oral/Ingested Medication** – this includes any medication, cream, lotion, powder prescribed by a medical practitioner and also any over the counter and homeopathic products which are taken orally, and other products applied in the mouth which may be ingested. (excluding teething products which will be classed as ‘over the counter’). Prescribed medications including oral/ingested medications require a doctors letter and a chemist label or doctor’s prescription label from chemist.
 - **Over the Counter Creams, Lotions and Powders (including teething products)** – this includes any substance applied to the skin which is NOT prescribed by a medical practitioner. Applies to over the counter substances only and includes baby powder, nappy creams, teething products, antiseptic creams and cosmetic creams (including sunscreen). Over the counter creams, lotions and powders as well as teething gels and powders require a chemist label and a full ingredient listing on the packaging.
 - **Emergency and Long-Term Medication** – this is for medication which is kept at the centre for use in an emergency or ongoing manner. It includes Epi-Pens and Asthma Inhalers. These forms must be completed by a Medical Practitioner and be accompanied by an Action Plan completed by a medical practitioner and Medical Risk Minimisation and Communication Plan. Emergency and long-term medications will require a doctor’s prescription label from chemist.
1. **ALL medications brought to the centre must have a pharmacist’s dispensing label. This includes both prescription and non-prescription medications - (including Panadol, teething gels, ointments, Demazin etc.)**
Educators must only follow the dispensing label instruction e.g.
 - If the child’s name is not on the label – they cannot administer
 - If the label says administer morning and night –a dose cannot be given at lunchtime
 2. Medication will not be administered to any child unless:
 - Written permission has been sought from a parent or person authorised to consent to the administration of medication in the enrolment form
 - It is from its original container before the expiry or use-by date
 - It is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner
 - For prescribed medications, and ingested products it is from a container that bears the original label with the name of the child to whom it is prescribed/provided to
 - It is within its “use by” date.
 3. Wherever possible medication should be administered by parents at home. It is not an encouraged practice for educators to be administering medication.
 4. Educators are not to administer the first dose of a NEW medication to a child
 5. If we are unable to administer medication (e.g. no label on medication, medication form not completed etc.), we will notify you.
 6. Please complete a medication permission and administration form (found in reception or on our website) and give this along with the medication to your child’s educator or reception.
 7. All medication must be handed to an educator for secure storage – it MUST NOT be left in your child’s bag.

NOTE: In the case of an anaphylaxis or asthma emergency, medication may be administered to a child where consent has been sought such as in the enrolment form or verbally if required. Where medication has been administered, the child’s parent/guardian and emergency services must be contacted as soon as possible.

These Forms are used depending on the item being supplied for the child;

Type of Medication	Form to be used	Comments
Prescribed Medication including Oral Medication	Medication permission and Administration Form	Form is only current for 5 consecutive days, a new form is required if duration is longer than this period.
Over the Counter Creams, Lotions and Powders	Creams, Lotions, Powders Form	This form covers the administration until the product is no longer supplied and does not expire
Emergency and Long-Term Medication	Emergency Long Term Medication Form	This form expires on the 30 th June each year and a new form must be completed. Nominated Supervisors must record on the Emergency Medication Summary Record. An Action Plan and Medical Risk Management and Communication Plan must accompany this Form.
Paracetamol	Emergency Medication Administration form (completed by educator, on reverse of illness form)	This is only used when a child in care has a fever as defined in this policy. It also includes a record for administration of paracetamol in the event of an emergency. This form must be signed by the authorised collecting adult and where applicable the emergency services to acknowledge dose given.

Emergency Paracetamol (Panadol)

The centre holds paracetamol (Panadol) for **emergency situations**

Where an emergency situation arises from an extreme fever an emergency dose of Paracetamol may be administered where authorisation is given verbally by—

- (i) a parent or a person named in the child's enrolment record as authorised to consent to administration of medication; or
- (ii) if a parent or person named in the enrolment record cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.

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Where an emergency dose of Paracetamol is administered arrangements for a parent or authorised person to collect must be made and emergency services contacted where needed.

If an emergency dose of Paracetamol is administered, it must be done in accordance with the above medication administration guidelines including being witnessed and recorded and as per manufacturer's instructions.

Families must sign to acknowledge the administration of the emergency dose of Paracetamol product on the Emergency Medication Administration Form.

Educators should provide families with a copy of this form as well as the Illness record form showing the history of the temperature/illness.

**See "Medication Policy" for further information.*

Unwell Children

The service takes all reasonable steps to control the spread of infectious diseases in accordance with recognised guidelines. To ensure a healthy environment is maintained for children and adults

Children, educators and other staff who are unwell should stay home. Even if they do not have a condition that requires exclusion, the best place for an ill child to rest and recover is with someone who cares for them.

Excluding ill children, educators and other staff is an effective way to limit the spread of infection in education and care services.

By excluding one ill person, you can protect many other people from becoming ill

The need for exclusion and the length of time a person is excluded depend on:

- how easily the infection can spread
- how long the person is likely to be infectious
- how severe the disease can be

The exclusion procedure for Carina Heights Child Care and Development

To determine when a person should be excluded:

- identify whether the symptoms or a diagnosed illness have an exclusion period
- refer to Table 1.1 (see page) for the recommended minimum periods of exclusion
- advise the parents, or the educator or other staff member, when they may return to the education and care service.

“5th Edition Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services” Australian Government National Health and Medical Research Council 2013 provides the following guidance on exclusion:

- *“Separate the ill child from the other children. If the child is not well enough to participate in activities, contact their parent and send them home. A child who is feeling unwell needs to be with a person who cares for them—this is usually a parent or grandparent.*
- *While waiting for the parent to arrive, keep the child away from the main group of children, if possible. For example, they could lie on a floor cushion or mat in a corner of the room where you can still comfort and supervise them. After the child leaves, ensure that the mattress or floor cushion is cleaned before it is used again. Some infectious agents can persist on surfaces and may cause infection even if an object looks clean or is wiped clean.*
- *When caring for an ill child, remember the main ways to break the chain of infection:*
 - *Remind a child who is coughing or sneezing to cough or sneeze into their elbow. If the child covers their mouth with their hands, ask them to wash their hands.*
 - *If you wipe a child’s nose, dispose of the tissue in a plastic-lined rubbish bin and then wash your hands. If you touch a child who might be ill, avoid touching other children until after you have washed your hands.*
 - *Encourage parents to tell you when anyone in the family is ill. If someone in the family is ill, watch for signs of illness in the child.*
- *If a child appears very unwell or has a serious injury that needs urgent medical attention, call an ambulance.”*

Symptoms which may alert you, or the educators, to the fact that your child could be unwell

As **fever** is one of the symptoms listed in *Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services* **that indicate a child is unwell and may require the child to be excluded.**

Other Symptoms that ALSO indicate that a child is unwell and should be excluded include:

Unusual spots or rash	Diarrhoea – (within past 24 hours) increase in frequency, runniness or volume *	Vomiting (within past 24 hours) *
Unusual behaviour (child may seem less active than usual, cranky, cries more than usual, seems uncomfortable)	Mucous discharge from the nose (thick, green or bloody)	Frequent scratching of the scalp or skin
Feverish Appearance	Loss of appetite	Infected skin patches (discharging from area)
Conjunctivitis (tears, redness of eyelid, irritation followed by discharge)	Headache or stiff neck	Severe, persistent or prolonged coughing
Trouble breathing	Sore throat or trouble swallowing	Unusually dark coloured urine, very pale faeces

*** Vomiting and Diarrhoea –24 or 48 hour exclusion.** Please be aware the centre may advise that in some instances (including where the cause is unknown) a child may be excluded from the centre until there has not been a loose bowel motion or vomiting for up to 48 hours.

Should your child become unwell during the day and is unable to actively participate in the program, you will be contacted and advised of the situation. You will be asked also to collect your unwell child. If your child shows **symptoms (refer above)** indicating that they may be sick or contagious, we will isolate your child until they are collected, making every effort to ensure your child is comfortable.

If we are unable to contact you, the Authorised Nominee listed in your child's enrolment form will be notified.

* Parents will be notified of any infectious diseases that occur within the centre

Returning to Care after an Illness and exclusion

If a child returns to the centre

illness, and continues to display unwell symptoms, we will contact the parents who will need to collect their child, observe the recommended exclusion period and produce a Doctor's Medical Clearance Certificate before returning to the centre regardless of the illness.

Please note that our service will not be influenced by letters from doctors stating that the child can return to care, unless the child's condition fulfils the service's criteria for returning to care. It is the doctor's role to make the diagnosis of an illness. Our care service, however, decides on the response to an illness e.g. excluding the ill child, in consultation with their local public health unit.

Also In the case of serious ill health or hospitalisation, the child or educator will require a medical certificate from a medical practitioner or specialist verifying that their recovery is sufficient to enable their return to the centre.

Table 1.1 Recommended minimum exclusion periods

Condition	Exclusion of case	Exclusion of contacts*
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded

NB. After diagnosis of a condition requiring exclusion based on the NHMRC Recommended Minimum Exclusion Periods Table a **medical clearance certificate** will be required before a child or team member can be re-admitted to the centre.

Managing Medical Conditions

The centre seeks to minimise is risk for children with known medical conditions to promote their health and safety.

A child with a known medical condition which is potentially life threatening such as asthma, epilepsy, diabetes, or anaphylaxis. will not be permitted to attend unless the following conditions are ALL met;

- Action Plan completed by a medical practitioner – (required to be updated annually or when there are changes to medication or doses)
- Medical Risk Minimisation and Communication Plan completed by parent/guardian and Nominated Supervisor and has been shared with educators
- Medication prescribed for the child for this medical condition is present at the centre and is within the expiry date.
- Emergency Long-Term Medication Form completed (required to be updated annually or when there are changes to medication or doses)

Further to these requirements, the service will also

NB. Educators will take all reasonable steps to remove products from the service which are known to contribute to medical conditions of a child attending the service. Where this is not able to be achieved this must be communicated to the family so they can evaluate their enrolment choice. The centre is unable to guarantee the full removal of all products and families must take this into consideration when deciding upon enrolment and attendance.

**See “Managing medical Conditions policy” for further information.*

Immunisation

The centre follows the National Immunisation Program Schedule seeing immunisation as the most effective method for protecting children against harmful diseases. Upon enrolment you will be asked to provide a copy of your child’s immunisation history. As immunisations are updated please provide these details via an update form found in reception.

A child will be considered non-immunised if current immunisation details are not held on file and will be subject to exclusion periods during outbreaks. During any exclusion periods continued payment of child care fees is required.

Non-Immunised Children

A non-immunised child will be excluded during outbreaks of vaccine preventable diseases. During any exclusion periods continued payment of child care fees is required.

Children who have not been medically vaccinated (‘not medically vaccinated’ includes children who may have been naturopathically or homoeopathically vaccinated) must be excluded in the event of a vaccine-preventable disease being present at the centre, even if their child is well, normal booking charges will apply for exclusion.

National Immunisation Program Schedule (Queensland) (at July 2020) Source –

<https://www.health.gov.au/sites/default/files/documents/2020/09/national-immunisation-program-schedule-for-all-people.pdf>



National Immunisation Program Schedule 1 July 2020

Childhood vaccination (also see influenza vaccine and additional vaccination for people with medical risk conditions)			
Age	Disease	Vaccine Brand	Notes
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital) 	H-B-Vax® II Paediatric or Engerix B® Paediatric	Hepatitis B vaccine: Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours, and must be given within 7 days.
2 months Can be given from 6 weeks of age	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) 	Infanrix® hexa	Rotavirus vaccine: First dose must be given by 14 weeks of age. Meningococcal B vaccine: All Aboriginal and Torres Strait Islander children from 6 weeks of age, with a three year catch-up program for Aboriginal and Torres Strait Islander children aged less than 2 years old until 30 June 2023. Refer to the Australian Immunisation Handbook (the Handbook) for dose intervals.
	<ul style="list-style-type: none"> Rotavirus 	Rotarix®	
	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13®	
	<ul style="list-style-type: none"> Meningococcal B (Indigenous children) 	Bexsero®	
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) 	Infanrix® hexa	Rotavirus vaccine: The second dose must be given by 24 weeks of age.
	<ul style="list-style-type: none"> Rotavirus 	Rotarix®	
	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13®	
	<ul style="list-style-type: none"> Meningococcal B (Indigenous children) 	Bexsero®	
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) 	Infanrix® hexa	Pneumococcal vaccine: An additional (3rd) dose of 13vPCV is required for Indigenous children living in WA, NT, SA, Qld, and all children with specified medical risk conditions for pneumococcal disease. Refer to the Handbook. Meningococcal B vaccine: An additional (3rd) dose of Bexsero® is required for Indigenous children with specified medical risk conditions for meningococcal disease. Refer to the Handbook.
	<ul style="list-style-type: none"> Pneumococcal (All children with specified medical risk conditions) 	Prevenar 13®	
	<ul style="list-style-type: none"> Pneumococcal (Indigenous children living in WA, NT, SA, Qld) 	Prevenar 13®	
	<ul style="list-style-type: none"> Meningococcal B (Indigenous children with specified medical risk conditions) 	Bexsero®	
12 months	<ul style="list-style-type: none"> Meningococcal ACWY 	Nimenrix®	
	<ul style="list-style-type: none"> Measles, mumps, rubella 	M-M-R® II or Priorix®	
	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13®	
	<ul style="list-style-type: none"> Meningococcal B (Indigenous children) 	Bexsero®	
18 months	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) 	ActHIB®	Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose. The second dose is now scheduled at 4 years.
	<ul style="list-style-type: none"> Measles, mumps, rubella, varicella (chickenpox) 	Priorix-Tetra® or ProQuad®	
	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough) 	Infanrix® or Tripacel®	
	<ul style="list-style-type: none"> Hepatitis A (Indigenous children in WA, NT, SA, Qld) 	Vaqa® Paediatric	
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio 	Infanrix® IPV or Quadracel®	Pneumococcal vaccine: Administer first dose of 23vPPV at age 4 years, followed by second dose of 23vPPV at least 5 years later. Refer to the Handbook for risk conditions . Hepatitis A vaccine: Not required if previously received 2 doses (first dose at age ≥12 months) at least 6 months apart.
	<ul style="list-style-type: none"> Pneumococcal (All children with specified medical risk conditions) 	Pneumovax 23®	
	<ul style="list-style-type: none"> Pneumococcal (Indigenous children living in WA, NT, SA, Qld) 	Pneumovax 23®	
	<ul style="list-style-type: none"> Hepatitis A (Indigenous children in WA, NT, SA, Qld) 	Vaqa® Paediatric	

*See “Immunisation Policy” for further information.

Further Health Information

- Hand washing upon arrival and departure is recommended. Please help yourself to the hand sanitiser which is located in reception. Otherwise you are welcome to wash your hands at the sink in your child's room.
- Clothing which becomes soiled during the day will be placed in a plastic bag and sent home for washing. Please find 'named' plastic bags in the soiled items container located within your child's room.
- The centre cleans, disinfects and sun dries toys which have been mouthed by children.
- The centre may be required to follow QLD Health protocol and policy in closing the centre in an event of public health concerns.
- The centre has thorough procedures in relation to maintaining the environment for infection control. Products used are nontoxic and considered 'green'.

Part J – Safety Within The Centre

A Safe Environment

Centre management will not tolerate aggressive or abusive behaviour or offensive language which poses a threat to anyone within the centre community. The centre reserves the right to cease care should it be felt that a family is not supporting a safe environment.

Parents are responsible for ensuring that 'non-attending' siblings remain with them while in the car park and building. We appreciate your respecting the learning environments by tidying up after siblings if necessary.

NO child must open (or be encouraged to open) any doors or gates within the centre. This is for the safety of ALL children.

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Authorised Nominees

Within your child's enrolment form you will be asked to authorise people to act on your behalf in the instance that we cannot contact you. These Authorised Nominees may be given responsibilities such as emergency contact; consent to medical treatment; authorise administration of medication; collecting your child from the centre; authorise for an educator to take your child outside the centre.

Authorised Nominees must be over 18 years of age; able to show photo ID upon request; live within 30 minutes of the centre.

With written notification, you can update / change these contacts at any time.

Drop Off / Pick Up

Children must be brought to the centre by a responsible adult (aged 18 years or over). Please ensure your child is left with an educator upon arrival at the centre.

Many families will have a usual collection pattern, and the centre will become used to this. It is important to advise the centre of any changes regarding collection of your child eg. If an Authorised Nominee is picking up instead of the usual parent, so we can anticipate this. If the Authorised Nominee is unknown to educators, photo identification must be shown at time of pick-up.

Centre educators will only release a child to a parent or an Authorised Nominee (aged 18 years or over) who has been listed by you and if necessary has shown identification.

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Please acknowledge to educators that you are taking your child at the end of the day. This ensures children are safe at what can be a busy time and allows messages to be exchanged if necessary.

Incidents and Emergencies

In the event of a minor incident first aid will be administered by educators and an Incident, Injury and Illness Report completed. Parents will be asked to read and sign the incident report at the end of the day.

Should a more serious incident occur, parents will be contacted immediately. As previously mentioned, it is vital the centre holds up to date contact details for parents for such times.

Emergency Evacuations and Lock Downs Within the Centre

As a Service we are required to practice the emergency and evacuation procedures every 3 months. The educators and staff plan to practice an emergency evacuation or a lock down each month or at least every 3 months. These emergency procedures are both planned and spontaneous, occur at different times of the day and involve all occupants of the service (i.e. children, staff and families or visitors.)

**See "Emergency and Evacuation Policy" for further information.*

Safety Checks

Each day educators perform various safety checks within the environment. These include inspections of the sandpit / playgrounds, ensuring cleaning chemicals are out of reach, equipment is placed safely, children are considering personal safety and that of those around them e.g. using resources correctly, walking inside.

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Please bring to the Nominated Supervisor's attention any safety issues you notice during your times at the centre so these can be dealt with promptly.

Child Protection

CHCCD is committed to the safety and well-being of all children. Educators are trained to observe and protect children.

Changes to mandatory reporting requirements in the Child Protection Act 1999 (Mandatory reporting – Mason's Law) were passed by Parliament in September 2016

*"From 1 July 2017, early childhood education and care (ECEC) professionals will be mandated by law to report child safety concerns to the Department of Communities, Child Safety and Disability Services where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by **physical or sexual abuse**, and there is not a parent willing and able to protect the child from harm.*

As such all of our Educators at CHCCD are Mandatory reporters.

The centre's commitment to protecting the safety and wellbeing of the children in our care is reflected through our comprehensive Child Protection Policy and also our Child Youth Risk Management Strategy.

**See "Child Protection Policy and the Child Youth Risk Management Strategy" for further information*