



CARINA
HEIGHTS
CHILD CARE &
DEVELOPMENT

Centre Handbook

welcome

to Carina Heights Child Care & Development

'Professionals in Early Childhood Education'

Our centres have been synonymous with high quality, professional early childhood care and education since 1993, when Robyn Briggs and her family purposely designed and built the first of their three long day child care centres. Since then the organisation has grown, all the while ensuring through experienced management and dedicated early childhood educators that the centres remain committed to nurturing and supporting the individual needs and values of each child and their family. At each centre high quality care and education for every child in their formative years (including the Kindergarten Year) is a priority; as is creating a safe, healthy and welcoming environment and responsive, respectful relationships. Each of the three centres are as unique as their individual environments and community (educators and families).

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

Phone: 0733981600

Fax: 0733981366

Email: director@chccd.com.au

Web Site: www.chccd.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 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 DETE - Early Childhood Education and Care
- Meet the requirements of the National Quality Framework.

CENTRE HANDBOOK CONTENTS

Section A – Operational	page 2
<ul style="list-style-type: none"> • Licensing • Rooms / Age break up • Hours of Operation • Centre Features • Priority of Access 	
Section B – Information Processing and Gathering	page 4
<ul style="list-style-type: none"> • Privacy & Confidential • Parent Concerns • Updating Information • Electronic Media 	
Section C – Attendance	page 5
<ul style="list-style-type: none"> • Attendance • Changing Enrolment (altering days of attendance) • Booking Extra Days • Ongoing Enrolment 	
Section D – Fees and Charges	page 6
<ul style="list-style-type: none"> • Acceptance Fees • Fees Payable Advice • Payment Options • Child Care Benefit and Child Care Rebate • Late Fees • Special Events & Incursions 	
Section E – Child Care Management System	page 7
<ul style="list-style-type: none"> • Child Care Benefits (CCB) • Further centre CCB Related Information • Child Care Rebate (CCR) 	
Section F – Orientation & Settling Your Child	page 8
<ul style="list-style-type: none"> • Preparing Your Child For Care • Orientation • Settling In – The First Day • Daily Arrival Checklist • What To Bring (Each room break down) • Clothing for Sun Safety, Comfort and Safety 	
Section G – Educators, Educational Programming Approved Kindergarten Program & Extra Care	page 12
<ul style="list-style-type: none"> • Educators • Educational Programming • Approved Kindergarten Program • Positive Guidance Management • Collaboration • Communication • Parent Participation • Special Events & Incursions • Excursions • Birthdays • Policies and Procedures • Students / Volunteers / Visitors • Professional Memberships 	
Section H – Nutrition	page 17
<ul style="list-style-type: none"> • General Meal / Menu Information • Food Safety / Dietary Requirements • Menus • Feeding Babies & Bottles • Fussy Eaters 	
Section I – Health, Illness, Immunisation (including: Medication & Panadol)	page 18
<ul style="list-style-type: none"> • Medication • Paracetamol • Unwell Children • Contagious Illnesses • Asthma • Allergies and Anaphylaxis • Infections Conditions (Inc. NHMRC Schedule) • Immunisation (Inc. NHMRC Schedule) • Further Health Information 	
Section J – Safety Within The Centre	page 24
<ul style="list-style-type: none"> • A Safe Environment • Authorised Nominees • Drop Off / Pick Up of Children • Incidents & Injuries • Fire & Emergency Evacuation • Safety Checks • Child Protection 	
Core Centre Values	page 26
Statement of Philosophy	page 27

Part A – Operational

Licensing

The centre operates under the Education and Care Services National Regulation (2011) and the Education and Care Services National Law (2012). This is overseen nationally by the Australian Children's Education and Care Quality Authority (ACECQA) and on a state level by The Department of Education, Training and Employment - Early Childhood Education and Care. Should you need to contact ECEC you can do so by telephoning 3028 8311.

The centre has been approved by the Queensland Government to operate a Kindergarten Program. This program is implemented by an Early Childhood Teacher who holds provisional registration with the Queensland College of Teachers.

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 Benefits (CCB) and the Child Care Rebate (CCR).

Rooms / Age Break-Up

Aqua Room : 6 weeks - 15 months : 8 children : 2 educators

Blue Room : 15 months - 2 ½ years : 10 children : 2 educators

Yellow Room : 2 years - 3 ½ years : 16 children : 2 - 3 educators

Green Room : 3 years - 4 years : 17 children : 2 educators

Red Room (Kindergarten) : year before formal schooling : 24 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 are supplied including morning tea, lunch, afternoon tea and late afternoon tea. Some exclusions to food being supplied by the centre may 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) and toddlers (Blue).
- 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 (CCB and CCR); to meet the requirements / legislation of ACECQA and The DETE - ECEC.

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 manual 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. Specific forms can be found in reception and on the centre website or a note to the Nominated Supervisor will ensure your child and family details are current.

Electronic Media

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

The centre has a Facebook Page. This is a fun, friendly place for sharing the exciting happenings of the centre. Children’s images will not be used on this page 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 centre 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 CCB / CCR for the absent days.

Change of days

Written notice to the Nominated Supervisor is required (see 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 Days

As families take annual leave you can find their days 'advertised' on a notice located on the sign in/out bench. 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).

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 decided 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 decided 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 Health 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 will be cancelled.

Child Care Benefits & Child Care Rebate

Families may be eligible for the child care benefit and / or child care rebate payments from the Australian Government – Department of Human Services, please refer to the CCMS 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.

If you have not been in contact with the centre by 6.00pm, 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 will be notified.

Special Events & Incursions

Annually the centre plans a calendar of special events and incursions to excite and entertain. A one off, non-refundable Special Events Levy is charged to cover your child's inclusion in these incursions, community days, celebrations and cultural events. The Nominated Supervisor will explain this further to you.

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 Management System (CCMS) Child Care Benefits (CCB) & Child Care Rebate (CCR)

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

Completing the CCMS section accurately in your child's enrolment form will assist CHCCD in administering, as eligible, Child Care Benefits (CCB) and / or Child Care Rebate (CCR).

Child Care Benefits

Child Care Benefits (CCB) is a subsidy provided by the Federal Government to reduce the cost of child care fees. CCB is based on family income, the DHS will be able to advise any entitlements for your family.

Child Care Rebate

Child Care Rebate (CCR) further assists eligible families with the cost of child care.

For eligible families, the rebate covers up to 50% of out of pocket child care expenses, with payments capped at \$7500.

The DHS will be able to advise of any entitlements for your family and of payment options.

Important CCB / CCR centre related information to consider:

- Through your child's enrolment form we request all the information required to administer as eligible CCB / CCR. The transfer of your CCB and /or CCR information between us and the DHS will only occur when an exact match of information is received. Please complete all CCMS sections in your child's enrolment form accurately and totally.
- From time to time issues do arise with the administration of CCB / CCR 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.
- Signing your child in / out each day is essential. Please also sign for any absences via the iPads in reception.
- Under Federal Government Legislation CCB / CCR eligible 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. The statement will be issued to you each financial quarter (ie. March, June, September, December) 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 CCB and/ or CCR.

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 iPads 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 & Blue)
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 a medication form is completed. Refer to the medication section in this literature for further information.
9. Always leave your child with an educator. Please also advise an educator when you are taking your child at the end of the day.

10. Again, for your child's safety 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.

11. 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).
- One nappy for 'going home'
- Any comforters, again labelled with your child's name
- Nappy creams, teething gels etc. if required (these must have a chemists 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

- One nappy for 'going home'
- Any comforters labelled with your child's name
- Nappy creams, teething gels etc. if required (these must have a chemists 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.
- 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)
- 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.
- **Yellow Room Only** – pull-ups or a sleep time nappy if required

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.
- During warmer weather children are encouraged to remove shoes as this allows them to gain sensory experiences through their feet while playing. Footwear should be safe, well-fitting and comfortable. It should offer protection and support. Thongs, shoes with heels or slippery soles can be dangerous.
- 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.
- 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 notice, 'Information About Educators', outlining the name, position and qualification of educators working within each room is displayed at the entry point to that room.

Educators are encouraged to attend professional development training. They are given non-contact planning time on a regular basis to develop their curriculums.

Our educators work a 4 week rotating roster. Across the 4 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 a notice on the sign in/ out bench.

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) 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 (provisional). 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 Guidance Management

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 well-ordered 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-disciplined and self-directed 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, educator developed newsletters, notices / displays in reception or verbal communication, Facebook. 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 or drop a message in the front reception box for passing along.

The educators will provide you with daily feedback (in different format/styles) about your child's day; this is located within your child's room and sent electronically. 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.

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:

- 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

A special events calendar is compiled each January by the Nominated Supervisor and educators. As previously mentioned in the Fees Section, a one off non-refundable levy is payable for Special Events. Participation in special events is optional.

This program is developed to support the educational content of the centre. A wide variety of activities are included offering cultural, creative and hands on experiences. Activities may include; Special Person's play morning, dramatic performances, musical shows, parent information evenings, play nights, art shows, Christmas concerts etc.

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;

- **We cannot serve a cake brought to the centre unless a list of ingredients is supplied (eg. the recipe or the packet from the cake mix)**
- **By supplying an ingredients you are helping us to support children who have allergies / anaphylactic reactions to things such as nuts, gluten, egg and dairy.**
- Bringing cupcakes for sharing rather than one large cake – the Birthday person will have the cupcake with the candle
- Having one candle e.g. a 'number shape' rather than many

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.

Policy and Procedure topics include:

Introduction: Statement of Philosophy, Code of Conduct, Core Centre Values, Centre Goals, Policy and Procedure Reviewing, Privacy Statement

Educational Program and Practice

Relationships with Children

Children's Health and Safety

Food, Nutrition and Safety

Environmental Health and Safety

Collaborative Partnerships with Families and Communities

Leadership and Service Management

As these 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 Workforce Council, 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 morning 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.

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 (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 (if required). 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. (REFER – Centre Nutrition Policy for safe guidelines to do this).

Menus

The centre has a 6 week rotating menu; this has been assessed by Nutrition Australia. You will find the menu displayed in the reception foyer.

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

Babies

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

We request that parents supply feeding bottles made up with formula or breast milk.

It is recommended that bottles are transported to the centre in cooler bags. Upon arrival please place bottles in the preparation room fridge and record them on the Bottle Receipt Register found on the fridge door.

Labelling all parts of your child's feeding equipment with their name ensures your child is fed the correct bottle and that at the end of the day you receive back all the correct bottle pieces.

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

(The centre's procedure Feeding Babies – Food and Bottles has been included in the enrolment pack)

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 given a sandwich.

Educators will act as good eating role models. Children will be encouraged to eat with other children who too act as role models. Educators will praise eating efforts of children.

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

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.**
2. Educators must only follow the dispensing label instruction, e.g.
 - If the child's name is not on the label, medication cannot be administered
 - If the label says administer morning and night a dose cannot be given at lunchtime
 - Medication which is out of date will not be administered
 - Over the counter or non-prescribed medications will only be administered when accompanied by a doctor's letter. *This is with the exception of paracetamol (Panadol); please refer to the section on Paracetamol (Panadol) below.*
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 form (found in reception) 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.

Paracetamol (Panadol)

The centre holds paracetamol (Panadol) for emergency situations e.g. when using an ear thermometer a temperature over 38°C for 0–2 year olds & over 37.8°C for over 2 year olds is registered.

Parents (or the Authorised Nominee) will be advised prior to a dose of Panadol being administered.

The centre will only give one dose of Panadol; the amount given will be as per dosage instructions on the bottle (emergency supply) or label (child's supply). If after 1 hour if the child's temperature remains high, we will ask you to collect your child.

Paracetamol **brought to the centre by parents MUST INCLUDE** a pharmacist's dispensing label indicating the child's name and dosage to be given. Paracetamol with the name of a sibling on the label will not be administered.

Other than in an emergency situation, paracetamol will only be administered when accompanied by a doctor's letter.

Unwell Children

Children who are sick should not attend the centre. With the regular close contact children have with each other and the educators, an un-well child poses a hazard to those around them.

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

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 – 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 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 may be asked also to collect your un-well 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.

Children with a Contagious Illness

If your child has any illness listed on the following 'Infectious Conditions List' (to follow), please note the required course of action in each instance.

* For some illnesses you will be required to produce a doctor's medical clearance certificate before your child can be readmitted to the centre - refer to table to follow for these illnesses.

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

If a child returns to the centre after illness, and continues to display un-well symptoms, we will contact the parents who will need to collect their child and produce a Doctor's Medical Clearance Certificate before returning to the centre regardless of the illness.

Recommended minimum exclusion periods

ADAPTED FROM STAYING HEALTHY | 5TH EDITION | 2013

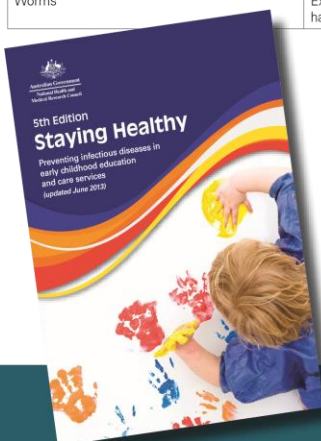
Condition	Exclusion of case	Exclusion of contacts ^a
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	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
Haemophilus influenzae 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
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

^a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

^b If the cause is unknown, possible exclusion for 48 hours until cause is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours.

Adapted from SA Health Communicable Disease Control Branch: <http://www.dh.sa.gov.au/pehs/branches/branch-communicable.htm>. Note that exclusion advice is consistent with Series of National Guidelines (SoNGs) where available.

Staying Healthy. Preventing infectious diseases in early childhood education and care services | 5th Edition | Printed June 2013 | NHMRC Ref. CH55e



Asthma Medication

Asthma medications will only be administered with the written consent of the child's Doctor. Please supply a copy of your child's written Action Plan. These steps ensure it is clear to educators what needs to be done during an attack. Action Plans will be displayed throughout the centre and held on file.

Asthma medication **MUST ACCOMPANY** your child each time they attend the centre. Your child will not be able to attend without sufficient, current medication.

Please complete a medication permission slip should asthma medication only be required on one off occasions OR a Continuous Medication Form if administration is ongoing.

It is important that educators are shown the correct procedure for delivery receptacles by parents.

We would expect that your child's Action Plan is reviewed by the Doctor every 12 months. Please supply an updated copy of this to the centre.

Allergies and Anaphylaxis

The centre realises the potential serious consequences of allergies and takes every reasonable effort to reduce the risk to children with severe allergies.

Please advise the centre of any allergies your child has (via the child enrolment form and verbally) we may wish to clarify things with you further.

If your child is anaphylactic please provide to the centre prior to starting a copy of your individual Action Plan. Action Plans will be displayed throughout the centre.

A current auto injector (ie. Epi Pen) MUST ACCOMPANY your child each time they attend the centre. Your child will not be able to attend with an expired, or no, auto injector.

Like other medication, auto injectors must not be left in your child's bag and must have a pharmacist's dispensing label. Please pass the current auto injector onto your child's educator for safe storage.

To support your child's safe inclusion at the centre, we'll ask you to complete a few further forms. The Nominated Supervisor will discuss these with you.

A medication permission slip must be completed and held on file to allow educators to administer the auto injector.

We would expect that your child's Action Plan is reviewed by the Doctor every 12 months. Please supply an updated copy of this to the centre.

NUTS – the centre is a nut aware environment and the Food Safety Supervisor is very careful with food selection; however the centre cannot be responsible for 'trace' amounts that may be found in products.

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

Upon enrolment parents of non-immunised children are required to provide a completed copy of the Department of Human Services Immunisation Exemption Forms - either Conscientious Objection or Medical Contraindication.

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.

National Immunisation Program Schedule (Queensland)

Source – www.health.qld.gov.au/immunisation/documents/nips_antigens.pdf

AGE	VACCINE	DISEASE IMMUNISED AGAINST
BIRTH	HBVaxll (paediatric)	Hepatitis B
	BCG	Aboriginal and TSI - BCG tuberculosis
2 MONTHS (or from 6 weeks)	Infanrix hexa	Diphtheria – Tetanus – Pertussis - Hepatitis B - Poliomyelitis -Haemophilus Influenza Type B (Hib)
	Prevenar 13	Pneumococcal conjugate (13vPCV)
	Rota Teq	Rotavirus
4 MONTHS	Infanrix hexa	Diphtheria-Tetanus-Pertussis-Hepatitis B - Poliomyelitis-Haemophilus Influenza Type B (Hib)
	Prevenar 13	Pneumococcal conjugate (13vPCV)
	Rota Teq	Rotavirus
6 MONTHS	Infanrix hexa	Diphtheria-Tetanus-Pertussis-Hepatitis B - Poliomyelitis-Haemophilus Influenza Type B (Hib)
	Prevenar 13	Pneumococcal conjugate (13vPCV)
	Rota Teq	Rotavirus
12 MONTHS	Menitorix	Haemophilus Influenzae Type B (Hib) & Meningococcal C
	Priorix OR M-M-R 11	Measles, Mumps, Rubella
	Vaqa Paediatric	Aboriginal and TSI - Hepatitis A
	Prevenar 13 Pneumovax	Children Medically at risk - Pneumococcal
18 MONTHS	Priorix Tetra	Measles, Mumps, Rubella & Varicella
	Vaqa Paediatric, Prevenar	Aboriginal and TSI - Hepatitis A, Pneumococcal
4 YEARS	Infanrix IPV	Diphtheria-Tetanus-Pertussis-Poliomyelitis
	Priorix OR M-M-R 11	Measles, Mumps, Rubella (if haven't already had 2 doses of MMR)
	Pneumovax	Children Medically at risk - Pneumococcal

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.

For the safety of all children, NO child must open (or be encouraged to open) any doors or gates within the centre. .

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). Upon arrival, again for your child's safety, please either leave your child with an educator or indicate to the educator that your child has arrived and where they are eg. playing in the sand pit with friends.

Many families will have a usual collection pattern and the centre will become familiar with this. It is important to advise the centre of any changes regarding collection of your child so we can anticipate this eg. should an Authorised Nominee be picking up rather than the usual parent.

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.

Upon pick up to ensure children are safe at what can be a busy time and allow messages to be exchanges if necessary please acknowledge to educators that you are taking your child.

Incidents and Injuries

In the event of a minor incident or injury, first aid will be administered and an Incident, Injury and Illness Report completed. Upon collection of the child, the parent or collecting authorised nominee will be asked to read and sign the incident report.

Should a more serious incident or injury occur, the parent/ guardian or authorised nominee (who can consent to medical treatment) will be contacted as soon as practicable; depending on the situation this may or may not be before emergency services are contacted. As previously mentioned, it is vital the centre holds up to date contact details for parents for such times.

Fire & Emergency Evacuations, Safety Within The Centre

Each quarter the centre practices fire and/or emergency evacuation procedures. Your child will be a part of these drills. If you are on the premises at the time of a drill you too will be required to be a part of the evacuation. Children will remain on the premises during evacuations.

The centre has extensive policies and procedures to support a safe environment within the centre. These are available for your perusal in reception.

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.

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. Educators have an obligation to support the needs of children and act in their best interests at all times.

The centre's commitment is reflected through various policies and procedures, including our Child Risk Management Strategy and the Code of Conduct.

Confidentiality is provided under the Child Protection Act 1999.

Core Centre Values

Encompassing – environment, educators, families, educational programs / teachings, nutrition, interactions, communication, resources, collaboration and community

Quality

Embracing continued improvement.

Ensuring exceptional care and education for each individual child.

Promoting excellence.

Environment

To value an environment that is safe, fun, nurturing and inclusive.

A place that is positive and encouraging, where children can feel confident and involved, successful and competent.

Developing a sense of responsibility and understanding for the natural environment.

Professionalism

A commitment and enthusiasm to children, their families, the centre values.

Building on knowledge to further enrich the environment and for continued quality.

Respect

Treating children, families, community and co-workers with dignity and sensitivity.

Forming trusting relationships.

Respecting the individuality of each including culture, identity, ability, strengths and beliefs.

Respecting the rights and privacy of all.

Growth and Development

Children are guided with love and care by responsive educators, establishing strong foundations for life long learning.

Supporting families in their child rearing practices. Educators are reflective for professional growth.

Community

Generating a spirit of sharing, where we are connected to each other as well as the world around us.

Being responsive to the local culture, its' beliefs and values.

Statement of Philosophy

Preamble...

We would like to recognise the traditional owners of this land, the kind, trustworthy and forgiving (Petrie, 1904) Turrbal people, on whose land we build our community today.

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.