



Parent Handbook

Quality Area 6 Collaborative partnership with families



Welcome to the Bay Islands Early Childhood Learning community.

Our Parent Handbook explains imperative information you will need to be responsive of whilst your child is in attendance at our service. We strongly recommend you read the provided information and ask questions to confirm your understanding of how this service operates.

We have an open-door policy. You and your family are welcome to visit our service at any time.

Mission Statement:

"We believe that our children are Australia's most precious and greatest resource

It is a privilege and a huge responsibility being co-creators in learning with our future leaders

We do everything that is within our circle of influence to build reciprocal relationships with our children, families and community that give our children the best start in life

We equip children with the foundation skills they will draw upon while taking their place as active, responsible, global citizens of sustainable society

We mentor and embed reflective practice to strengthen our professional development, build Educator capacity, support quality improvement and promote positive outcomes for our children and families"

Our Philosophy:

At Bay Island Early Learning and Care, we believe in equipping children with foundation skills and supporting every child's right to an Early Education focused on play-based learning.

"Children have the right to play. The United Nations Convention on the Rights of the Child recognises the right of the child to rest and leisure and to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts" (UNICEF, 1989).

We believe play is what children do when they follow their own ideas and interests, in their own way and for their own reasons. Play physically strengthens children's bodies, expands their minds, strengthens meaningful relationships and co-operation with others and supports the development and use of language. We provide safe open-ended and enriched play environments, indoors and outdoors, that stimulate children's imaginations, extend their sense of wonder, and recognition of successes that excite children and nourish a budding passion for lifelong learning.



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We believe that development and learning are interconnected, interdependent and inseparable. We plan play spaces and supported open learning opportunities in the achievement of a holistic child development approach. Our play-based curriculum encourages the achievement of the learning outcomes, reciprocal relationships and respect for others, nature and the environment. We embed language, literacy and numeracy in play and support children to become readers for life. We are guided by the Early Years Learning Framework and theoretical models including Rudolf Steiner, Lev Vygotsky, Maria Montessori, Urie Bronfenbrenner and the Reggio Emilia and Abecedarian approach to enable Educators to critically analyse, reflect and gain a broader perspective of their own practise. We gather and analyse evidence of children's physical, cognitive, linguistic, emotional, social and spiritual learning for use in program planning and setting individual goals.

We believe relationships are paramount. We respect the culture of children's play and believe that the diverse background and life experiences of all those in the early childhood setting are a positive resource to inform play. Thus, we strive to provide a warm and welcoming environment for the whole early learning community. We acknowledge the importance of respectful and collaborative relationships between the home and the Service and encourage active participation of families and the wider community.

We believe children are born with an affinity for nature and a sense of wonder. We cultivate these values and guide maturity into ecological literacy and sustainable patterns of living including equitable use of resources. We model environmental and sustainable behaviour, practices and attitudes towards natural resources: the value of water and water saving with the use of rainwater tanks, recycled water systems and water play used to water plants; Solar energy production and reducing power usage by turning off lights, fans and air-conditioning and hanging washing outside; reducing waste through Reduce, Reuse and Recycle systems within each room and on a Service scale including food scraps to the chickens, worm farm and compost, collection of community recycled items and the provision of rubbish sorting bins; Implementation of site permaculture principles, food forests, native gardens, and bush to beach kinder.

We embed Australia's Indigenous culture in our daily routine and curriculum. We value the knowledge and wisdom of our community Elders and model our respect for the Quandamooka nation through inclusion of an Acknowledgement of Country at events, and use of an informal Acknowledgement with the children during Morning Circle. First nation cultures are celebrated by the incorporation of flag display, traditional music, Dreamtime and Hidden History stories, art, edible and native gardens and natural resources into our programs.

We celebrate our unique Island Culture as part of the fundamental building blocks of a child's identity and an essential element in fostering a sense of who we are and where we belong. We embed local community projects, events, organisations, and environmental custodianship into our program. We create opportunities to build positive dispositions and respect for diversity as an Ecological system, supporting children gain skills, attitudes, and knowledge of the relationship between themselves, the environment and community.

We believe in creating a dynamic team of passionate Educators that mentor, support and value each other's uniqueness. We support the attainment of personal and professional development, higher education, and ethical standards within a strength-based team environment. We recognise the



significance of being a major contributor to the economic and social wellbeing of our community and strive to be viewed as an employer of choice.

Service Information

We provided Early Learning programs and care for children aged 15 months to 12 years. We are open from **6.45am to 4.45pm Monday to Thursday for children over 3 years of age & 8am to 4pm Monday to Thursday for children under 3 years of age** (*Temporary/Trial Friday Closure). We are open for 50 weeks of the year and are closed on Qld/local public holidays.

We have 4 learning environments:

6mths – 3 years of age – **Ocean** environment

2 – 3 years of age – **Bush** environment

2 – 4 years of age – **Rainforest** environment

3 – 6 years Kindergarten - **Curlew Cove** environment

School age – **Curlew Cove** environment

Contact Information and Governance Structure

Phone: 07 3409 4433

Email: admin@bearlylearning.com.au

Website: www.bearlylearning.com.au

Approved Provider: Bay Island Early Learning and Care Pty Ltd

Service Director: Jade Manski

Ph: 07 3409 4433

Educational Leader: Petrae McLean

Governance and Management Structure

Approved Provider

Bay Island Early Learning and Care Pty Ltd

Company Directors

Lawrence (Paul) Trenkner Petrae McLean

Company Secretary and Authorised Officer

Petrae Mc Lean #

Service Provider

Bay Island Early Learning and Care

Authorised Officer

Petrae Mc Lean

Leadership Team

Admin Officer	Nominated Supervisor#	Maintenance Officer	Educational Leader #	Inclusion Support	Promo/ Stakeholder Liaison
Ali K	Jade M	Paul T	Petrae	Kirra E	Jade M

Certified Supervisors/Lead Educators

Indicates Legislative Responsibility



Leadership Team

The centre recognises that a leadership team is comprised of a range of professional expertise, knowledge and responsibilities. The leadership qualities and responsibilities of everyone in the team are acknowledged and individual leaders retain their respective accountabilities and responsibilities and jointly lead the Centre. This approach is underpinned by a shared commitment that children and families will experience seamless service delivery. The team will build trusting relationships, respect and appreciation of each other's wealth of knowledge. Individual accountabilities/ responsibilities are set out in Role descriptions.

Fees

A current fee schedule is included in your enrolment pack or may be obtained from reception. Please call us with your CCS percentage and we can work out your exact out of pocket fee. If you don't have a CCS percentage, please call the Family Assistance Office (FAO) on 13 61 50.

On enrolment you are required to provide the Centrelink Customer Reference Number (CRN) and date of birth for yourself and your child so the service can register through the government's software system and ensure that you receive the maximum entitlement.

A one off \$50 Bond fee will be charged per child per family on enrolment. This fee will be required to be paid prior to commencement of attendance. The \$50 Bond will be credited back to your family account on completion of enrolment.

Two weeks written notice is required for permanent changes to bookings and for holidays to be charged at a reduced rate. Two weeks' notice is also required to end a child's enrolment. Children are required to attend on their last notified day of attendance, or they will be ineligible for Child Care Subsidy on this and any absence days, thus being charged full fees without Child Care Subsidy.

Families are required to pay any out-of-pocket fees incurred through enrolment. Fees are payable to the service via Direct Deposit, Eftpos or Centrepay. Centrepay, is a voluntary bill-paying service which is free for Centrelink customers. Use Centrepay to arrange regular deductions from your Centrelink payment. You can start or change a deduction at any time through your MyGov account. Any Centrepay Deduction Authority Form received will be processed within 3 days from the date signed.

Please note that fees are charged for the current week and one week in advance. Invoices are sent weekly.

Child Care Subsidy (CCS)

A family subsidy, Child Care Subsidy (CCS) is currently available from the Family Assistance Office (FAO). The Family Assistance Office will assess a family's adjusted taxable income to determine the percentage of subsidy they are eligible for. Families must also complete an activity test to determine how many hours of subsidised care they can access, (maximum of 100 hours per fortnight).

The CCS is then paid direct to the Service, which will make child care more affordable for most families. To be eligible for CCS, a child must meet the following requirements:

- must be 13 years old or under and not attending a secondary school
- Must be meeting immunisation requirements, and
- Must be meeting the residency requirements

Some families may be eligible for Additional Child Care Subsidy. There are 3 different types of Additional Child Care Subsidy that you can apply for. You can apply if you're either:

- a grandparent



- transitioning to work
- experiencing temporary financial hardship.

For further details please speak to our Nominated Supervisor Petrae McLean or contact FAO on 13 61 50.

Allowable Absences

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

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and a reduced holiday fee will be charged for that day for the child. Your child's absence record is detailed online by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)



National Quality Framework (NQF)

Our Service complies with the National Quality Framework (NQF) – this includes the National Quality Standard (NQS), the Early Years Learning Framework, the My Time, Our Place School Aged Framework, the Queensland Kindergarten Guidelines and the National Law and Regulations (Education and Care Services National Law and Regulations).



National Quality Standard

The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.

The NQS is made up of seven quality areas.

Services are assessed and rated by their regulatory authority to determine the level of quality.

seven quality areas

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership

quality ratings

Service promotes **exceptional** education and care, demonstrates sector leadership, and is committed to continually improving.



Service **goes beyond** the requirements of the National Quality Standard in at least four of the seven quality areas.



Service **meets** the National Quality Standard. Service provides quality education and care in all seven quality areas.



Service provides a **safe** education and care program, but there are one or more areas identified for improvement.



There is an identified significant risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.



www.acecqa.gov.au 1300 422 327



Regulatory Authorities

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory.

To contact our Regulatory Authority, please refer to the contact details below:

Metropolitan South Region – Mount Gravatt

Office of Early Childhood Education and Care

Level 2, 643 Kessels road, Upper Mount Gravatt

Telephone: 07 3028 8063

Email: metrosouth.ECRA@qed.qld.gov.au

Service Closing Time and Late Fees

Please be aware the Service **closes** at **4.45pm**. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 4.45pm. A late fee is incurred for children collected after 4.45pm.

The fee levied may range from a minimum of the overtime labour cost for 2 educators charged in 15 min increments or part thereof to \$22.50 - \$30.00 per child charged in 15 min increments or part thereof. When a parent/guardian is continually and regularly late arriving at the service to collect their child, the nominated supervisor – Jade Manski may discuss other childcare options with the family. The late fee is strictly adhered to, as staff members are required to remain at the premises until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact the Department of Communities and Child Safety and the Police to take responsibility of your child.

Confidentiality

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

In order to plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child’s file at any time or request a copy of information in the file.

Subpoena and information Request:

In general exception for Children’s development records, Bay Island Early Learning and Care will only produce documentation for parents in relation to court proceedings after receipt of a subpoena. Parents are asked to note that Bay Island Early Learning and Care staff are not permitted to provide an affidavit or letter of support to a parent or carer (or at the request of their lawyer). If there are special circumstances Bay Island Early Learning and Care staff. With the prior authorisation of the Bay Island Early Learning and Care Nominated Supervisor, may be able to assist and Independent Children’s Lawyer or court Clinician appointed in court proceedings, with his/her preliminary



Service Policies and Procedures

You will find a copy of our service policies and procedures at Reception and on our Web site that you are welcome to review them at any time. You are welcome to take a copy home and review at your leisure (Please ask for a copy). We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and are abiding by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or the Certified Supervisor placed in charge, grant permission on account of serious and/or unusual circumstances. We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may result in a change to our policies and procedures.

Enrolment Information

Prior to commencing at our service, you will be required to complete 2 days of orientation, before enrolment documentation is processed and the refundable bond and a once off enrolment fee is payable before commencement of care. (As per the Enrolment Flow Chart)

Evidence of up-to-date child immunisations is required and can be obtained by contacting the National Immunisation register, your [Centrelink online account](#) or by using the [Express plus Families mobile app](#).

For a Kindergarten aged child, it is essential that we have a copy of your child's birth certificate and your pension or healthcare card (for eligible families) or evidence of family tax benefit (for eligible families). We are also required to have copies of any court orders relating to a child.

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

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.
- Evidence of child immunisations at 18 months and 4 years

Goals for your child at our Service

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

A range of learning experiences and development goals will be developed for your child that are based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth



- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to enable continuity as we acknowledge that the role of the Educator is to work in partnership with families, who are a child's first and most influential educators.

Educational Program

We follow the Early Years Learning Framework V2.0 as per our programming policy. The aim of this document is to extend and enrich children's learning from birth to Five years and through their transition to school.

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of each child.

We know that children learn effectively through play and this is supported by Educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment which challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they construct their own identities and understandings of the world. Educators engage children in learning that promotes confidence, creativity and enables active citizenship. They celebrate diversity with children and their families, and the opportunities diversity brings to know more about the world. Educators understand children may come from diverse backgrounds and acknowledge this in each child's Belonging, Being and Becoming.



Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local and global communities. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being

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

Becoming

Children's identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during childhood. They are shaped by different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens.

Outcome 1 - CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, places, technologies and natural and processed materials



Learning Outcome 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking

Learning Journals

Every child will have a personal, confidential journal comprising of;

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's journal on OWNA is maintained and used as a direct tool for evaluation and future planning within the Service's program and reflects the value we place on individuality. You can access your child's learning journal on our online platform OWNA keeping up to date with your child's development.

Parent Participation

The Service actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that will benefit the children and the program.

Your involvement can be as formal or active as you like and as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator and offer communications via email, OWNA, Facebook, Newsletters, Day Stories and Notices posted at the service and on our courtesy bus.

Grievance Process

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Resolution Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in Reception. You are welcome to take a copy home and review at your leisure (Please ask for a copy). In the event of a grievance, we suggest your child's Educator/s as the first point of contact, with any unresolved aspect escalated to the Nominated Supervisor for resolution. Should you feel any grievance has not been satisfactorily resolved you may escalate the matter by contacting the Office of Early Childhood Education and Care, Metropolitan South Region – Mount Gravatt - Office of Early Childhood Education and Care -Telephone: 07 3028 8063



How to Get Involved

Family Skills, Interests and Talents

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your Occupation or Hobby

You are the most important person in your child's world. We welcome all parents to the Service to talk about their occupation or hobby (eg music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

Your Home Culture

Your home culture is most welcome in our Service. We would greatly appreciate if you were able to share with our Service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

Reading (especially good for grandparents)

Children love to be read to. If you or any members of your family have the time, please contact your child's Educator/s to organise a day for reading.

Recyclable Items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet because of hygiene issues), paper or anything interesting is much appreciated. Particular items may be specified in day journals, communication books, our newsletter or posters displayed at the service and on our courtesy buses.

Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to enjoy sharing the experience with you.

If you have any concerns, please see your child's educator or the Nominated Supervisor Jade Hubbard. See also section on Grievance Process.

Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Service. Without a Court Order we cannot stop a parent collecting a child.

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival, and signed out on departure, via our OWNA App. No child will be allowed to leave our Service with a person who is not stated on the enrolment record, unless prior arrangements are made with the Nominated Supervisor or Certified Supervisor placed in charge.



Preparing your child for pre-school

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the Service in the company of a family member before they start with us. This gives you and your child the opportunity to gain an understanding of our program, the layout of the service, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with us so that we can develop strategies with you to support the transition from home to the Service.

The following books may be purchased or borrowed from a library that you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

Saying goodbye

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured that we will ring you if your child remains distressed and does not settle.

What to bring to the Service

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

Rest Mat Sheet

A rest mat is made available to each child daily. Please supply a clearly labelled fitted cot sheet, a top sheet or small blanket in cooler months and place inside a pillowcase or drawstring bag. Rest Mat Sheets are to arrive at the service on your child's first day of attendance each week and return home on their last day of attendance. During their weekly attendance they will be stored at the service.

Meals

We provide an assortment of fruit and a healthy snack for both morning and afternoon tea including vegetables or salad and we try to encourage the children to try the wide variety of different foods made available. Special dietary meals may also be sourced should these be required. The quantity of food your child consumes is recorded daily and any dietary concerns are to be raised with your child's Educator or the Nominated Supervisor. Lunch is to be supplied by families ensuring its contents are healthy and nutritious e.g. sandwiches with nutritious fillings, celery or carrot sticks or a salad are good additions. Sprinkles & chocolate spreads, sweet biscuits, cakes, chips, lollies, roll ups, and fruit



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juices are not sent as part of your child's lunch. These items will remain in your child's lunch box for home time. Re-heating of food is not permitted due to our Food Safety Program. Healthy eating habits are a group effort by all families and Educators.

Nut Aware Centre

In order to provide a safe environment for children with food allergies and intolerances, please do not send nuts or sandwiches containing nut products such as peanut butter or Nutella to the Centre with your child.

Bottles – Breastfeeding, Formula or Milk

This service supports breastfeeding. Families that are breastfeeding should speak to the nominated or certified supervisor to be aware of our policies on storing and serving breast milk. Families that are formula feeding should also consult our nominated or certified supervisor to be aware on how we need the formula prepared and stored. Milk may be provided in a clearly labelled unopened manufacturers container for your child's consumption during each week. Please ensure all items are clearly labelled.

Nappies

The service provides four sizes in Nappies Small, Medium, Large for children in the main centre environment (not in the cove environment). Should these not fit or are unsuitable for your child, please supply 5-6 clearly labelled nappies of your choice.

Clothing

It is helpful to your child if they are dressed in non-restrictive, serviceable, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove an issue for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops, and hats that are broad brimmed are essential for effective sun safety. Shoes need to allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by him/herself (Velcro is a good option). Clear labelling with your child's name will reduce the incidences of loss or ownership confusion as, whilst care will be taken, this service does not accept responsibility for personal items.

Spare clothes

During hot weather, children may participate in water-based play and/or a toileting accident may occur, making it necessary for your child to get changed into fresh cloths. Please include two complete changes of clothes every day which can stay in your child's bag...just in case! A notice will be attached to your child's bag advising when they have wet clothing that requires your attention. Small items of clothing will be marked for collection from your child's room, with larger items (i.e. bedding) marked for collection from our laundry. Please notify an Educator of the instruction on the tag, so they may retrieve the item/s on your behalf.

Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. This service does not accept responsibility for personal items. Toys from the service may inadvertently find their way home in pockets or bags, and it is very greatly appreciated if these could be returned so that they are available at the service when your child next attends.



Positive Behaviour Guidance

Educators follow a Positive Behaviour Guidance Policy which extends across the whole Service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy, please request a copy from Educators or review the copy at Reception at your leisure.

Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide rest mats for children and play soft music in the background. Your child may wish to bring a security item to have with them at rest time. Please feel free to discuss your child's rest or sleep needs with Educators. Learning to relax and rest our bodies is an essential life skill, however sleep is never mandatory and non-sleepers will be provided with quiet activities.

Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that you discuss cake options with educators prior to the celebration, so that any hygiene or allergy matters may be addressed.

Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 50+), which is reapplied according to the manufacturer's recommendations. UV rating will be monitored during the day in line with our policy. We ask that children come to the Service with sunscreen already applied (it is best applied 20 minutes prior to exposure) or ask that you apply the supplied sunscreen immediately on arrival. Sunscreen is reapplied by Educators to all children prior to afternoon outdoor activities.

Sun Hat

A sun protective hat (a broad brimmed bucket or Legionnaires style) must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

When should I not send my child to the Service?

Our service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Coughing
- Irritability, unusually tired or lethargic



BAY ISLAND Early Learning & Care

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or other authorised person will be contacted to organise collection of the child. Children will be excluded for at least 24 hours or what is stated in the Staying Healthy In Childcare recommendations.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, time of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have been given Panadol or Neurofen within 24 hours for a temperature. It is extremely important that a staff member is advised if a child has been given either medication.

Medication of any type must not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and provide an opportunity for the medication to take effect to reduce the risk of spreading an infection.

If your child has been away due to illness, please check with the Service as to whether or not you will need a clearance certificate before your child returns.



Infectious Conditions

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following conditions/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (which ever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

Immunisation

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements. Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

An up to date immunisation schedule may be obtained from Reception or refer to

www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/immunisation/schedule



MEDICAL/OTHER CONDITION COMMUNICATION PLAN

Duration	On-Going Medical or other condition					Adhoc
	V					V
How Communicated to Service	Enrolment/Annual Update or otherwise Reported to Administration					Arrival at Service/Bus
	V		V			V
Type	Medication/Device Left on Site O/Night		No Medication – Monitoring only			Medication Not Left on Site O/Night (Adhoc)
	V	V	V	V	V	I
Sub-Type	Non-Prescription eg. Bonjella, Sunscreen, etc.	Prescription	Serious Condition	Mild Condition	Cultural/ Other	
	I	V	V	I	I	I
	I	Medical Action Plan (by Health Practitioner)		I	I	I
	V	V	V	V	V	V
In Service Communication	Information Alert	Medical Alert		Information Alert		Temp Medical Alert
	V	V	V	V	V	V
Record/Parent Communication Method	Long-Term Medication Form		Incident Report			Short-Term Medication Form
	V					V
Authority to Administer Medication	Long-Term Medication Form ##					Short-Term Medication Form

Note: ## Authority to administer Service Provided Non-Prescription products is obtained at time of enrolment via Child Details - Form B



Medication

Our service does not administer over the counter medication unless it has been prescribed by a medical practitioner and there is a letter from health professional explaining the purpose of the medication. Medication may mask the symptoms of other, more serious illnesses and our educators are not qualified medical professionals.

We will administer centre supplied nappy cream, sunscreen, insect repellent without a letter from a health professional. Over the counter products supplied by families require to be labelled by a health professional (e.g. Chemist) as follows: Logo or name of health professional; Expiry date, name of child, dose and method of administration.

For prescribed medication please see admin, for required documentation.

On arrival at the Service, families must give medication to Educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags. Please also refer to our Medication Policies and Flowchart above.

Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service follows risk minimisation strategies set out in our Medication Policy and Procedures to minimise allergic and asthma reactions. A copy of this Policy will be provided to you, should you indicate that your child has a condition on your enrolment and every 12 months whilst the condition exists. The Service requires a Medical Action Plan to be filled in by your Doctor to assist in managing your child's medical needs. The Medical Action Plan is to be updated every 12 months by your Doctor.

Accidents

The Nominated or Certified supervisor will contact parents immediately if a child is involved in a serious accident at the Service. As a matter of extreme importance parents must ensure that the Service has up to date emergency contact numbers.

As a precaution, Educator will contact parents as soon as possible if a child is involved in an incident (however minor) that involves the face, head or neck at the Service. Please do not be concerned at receiving such a telephone call from the service as it may be only a courtesy, for your information, call. An incident report will be completed for all accidents, injuries and illnesses. This will contain details of the accident/injury/illness, any first aid that was administered, and be signed by an educator, the Nominated Supervisor and by the parent.

Emergency Drills

Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency escape plan is displayed in every room.

Children's Safety

- ☑ Never leave children unattended in cars while collecting children from the Service.
- ☑ Car parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- ☑ Never leave a door or gate open.
- ☑ Never leave your children unattended in a room.
- ☑ Children are not permitted into the kitchen and laundry areas.



Workplace Health and Safety

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work Health and Safety, please contact the Nominated Supervisor immediately.

Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators have Working with Children Checks completed, most hold First Aid qualifications and regularly attend monthly Educators meetings/professional development. Photo's of staff members, listing their qualifications and current placement within the service, are displayed in Reception and are updated periodically on our website.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.