



BROULEE EARLY LEARNING CENTRE

FAMILY HANDBOOK

Our Parent Handbook explains imperative information you will need to be responsive of whilst your child is in attendance at our Service.

Welcome, Walawaani njindiwan

Broulee Early Learning Centre (BELC) provides care and early education for children birth -12 years. We are a family-owned private and purpose-built Long Day Care Centre licensed for 98 places which include Long Day Care, Preschool Program for the 4-5 years, Before and After School Care and also Vacation Care. We are ideally situated in the education hub of Broulee with strong relationships and connections within our community.

We acknowledge Broulee Early Learning Centre is built on Yuin Nation land, home of the Walbunga people. We respect Elders, past and present and future on which whose land we meet, play and learn.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understood the information you have been given in your enrolment pack.

We look forward to getting to know your child/ren and family, if you have any questions regarding this Handbook please contact us on 02 44 718 118 or email info@brouleeearlylearningcentre.com.au

WE WILL PROVIDE:

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

Successful transition to school programs between our Preschool and our two local Primary Schools

SERVICE PHILOSOPHY

At BELC we offer a play based program that is child centred, reflective of children's interests, strengths and cultural backgrounds. We challenge and guide children on their developmental journey through responsive teaching and child led experiences, adapting the environment and routine to appeal to the senses and allow for open-ended play opportunities. We support children to control the pace and extent of their own learning, based on their needs and interests. As a team we have made a conscious decision to provide longer, uninterrupted periods of play, to allow children time to immerse themselves in their play and learning. We endeavour to create calm spaces that are small and personal as well as provide equal opportunities for loud or active play.

Our team show a genuine interest in children, supporting their natural inquisitiveness, curiosity and voice. We teach key events throughout the year, as well as the social skills of conflict resolution and emotional resilience from a young age, helping children to develop the skills needed to live an emotionally healthy life and to build positive relationships with others. At BELC we are passionate about building nurturing relationships with children. We give children our time, our attention, and listen to them to help them feel a sense of safety and belonging. We initiate interactions and conversations, to build on trust, where children feel they are able to express their feelings and ideas. We want children to feel safe.

Educators use their knowledge of children, family, community and culture to guide the program, in conjunction with the EYLF and developmentally appropriate practice. We believe that all children have the right to their own identity and our goal is to create a community where children, families and early childhood educators work together to build and create a culture of caring, kindness and respect. We aim to create an inclusive and equitable environment by honouring all cultures and identities within our centre and embracing the wider community.

We create shared learning spaces that are welcoming for both children and families. We view the environment as the third teacher, allowing children to explore, challenge their abilities, develop independence and promote social and family bonds. Our preschool Bush Kinder program further supports children to develop these skills and provides further opportunity to connect with nature and develop holistically.

Our centre community cares about the world we live in. We believe that children's education should help them to develop an understanding and respect for the environment in which they live in, to protect it and live peacefully within it. We are committed to embedding sustainable practices within our centre to create a more positive impact on our environment. Educators are responsive to, and build relationships with their community, as we believe that positive partnerships between the centre, family and the community significantly enhances wellbeing and belonging for children.

The BELC team also cares about each other! We work together as a team to support each other's wellbeing and to create a culture of kindness and respect. As trained professionals we work in an environment where educator's individual strengths are nurtured and encouraged. We engage in an ongoing cycle of reflective practice and professional development, ensuring our knowledge stays current and innovative. We are a team that supports each other, helps, each other, and celebrates all things big and small. We always try our best.

At BELC we just want everyone's experience in care, from children, to educators, to families, to be positive and memorable. We want you to want to be here and we want to all have fun!

Reviewed August 2023

SERVICE INFORMATION

Our Service caters for children aged birth to 12 years.

We are open from 7.30 am to 6.00 pm Monday to Friday, (52 weeks of the year) and closes on N.S.W. public holidays. We have six learning environments: Approximately working within these age guidelines.

- Birth – to one-year room – Wambaara Room.
- One to two years room – Mambi Room.
- Two to three years room – Banggu Room.
- Three to four years room – Gari Room.
- Four to five years room – Preschool Room.
- Before School Care

CONTACT INFORMATION

Phone: 02 44 718 118

Email: info@brouleearlylearningcentre.com.au

Website: www.brouleearlylearningcentre.com

Service Providers: Broulee Early Learning Centre Pty Ltd

Service Director: Therese Halligan

Nominated Supervisor: Lisa Dixon

Educational Leader: Nicky Hanns

Administration Manager, Director Support: Karina McIntosh

Quality Operational Manager: Doreen Levensmith

Service Support Worker: Mary Kovacs

FEES

Our full fee is:

birth to two years \$167

2-3 years \$164

3-6 years \$151

Before school care permanent booked \$50 casual \$55

Fees are per day before Child Care Subsidy (CCS) has been applied.

Families are required to complete the online Child Care Subsidy assessment via [myGov website](#) prior to starting at the Service. This will determine your eligibility and level of Child Care Subsidy entitlement.

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

CHILDCARE SUBSIDY (CCS)

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

- Combined Family Income
- Activity Test for both parents
- Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

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

ALLOWABLE ABSENCES

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

Public holidays will be counted as an absence if the child would normally have attended the Service on that weekday, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

REGULATORY AUTHORITIES

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new 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:

NSW Early Childhood Education and Care Directorate

Department of Education and Communities www.det.nsw.edu.au

1800 619 113, ececd@det.nsw.edu.au, Locked Bag 5107 PARRAMATTA NSW 2124

MAKE-UP DAYS

We do not offer make – up days.

SERVICE CLOSING TIME AND LATE FEES

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

The fee is \$5.00 per minute per child and will be added to your next invoice. The late fee is strictly adhered to, as two staff members are required to remain at the centre until all children are collected. Please contact the centre if you are running late.

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, we will contact Department of Education and Communities and the Police to take responsibility of your child.

Your child will only be released into the care of an authorised person/s if we have received written notice by you and they are noted on the enrolment form. Persons not known to centre staff will be asked for photo identification.

CONFIDENTIALITY

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

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

your consent. You can look at the information in your child's file at any time, or request a copy of the information in the file.

SERVICE POLICIES AND PROCEDURES

You will find a copy of our Service policies and procedures on the Hubworks portal and also in the office, which you can request at any time. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

We have a policy committee who meet regularly to review our policies and procedures. Collaboration and feedback from families are welcomed.

OUR TEAM

Service Provider: Broulee Early Learning Centre Pty Ltd

Director: Therese Halligan

Finance: John McCloskey, Emily Dixon

Educational Leader: Nicole Hanns

Administration and Director Support: Karina McIntosh

Meals and Nutrition: Robyn Collins, Karina McIntosh

Housekeeping and Cleaning: Educators

Maintenance: Mark Simpson

Educators: As you walk through our foyer you will see photos of Educators displayed with corresponding rooms. Please take a few minutes to familiarise yourself with the room Educators.

You will receive an introductory blurb about the Educators in your child's room during the first few weeks in care.

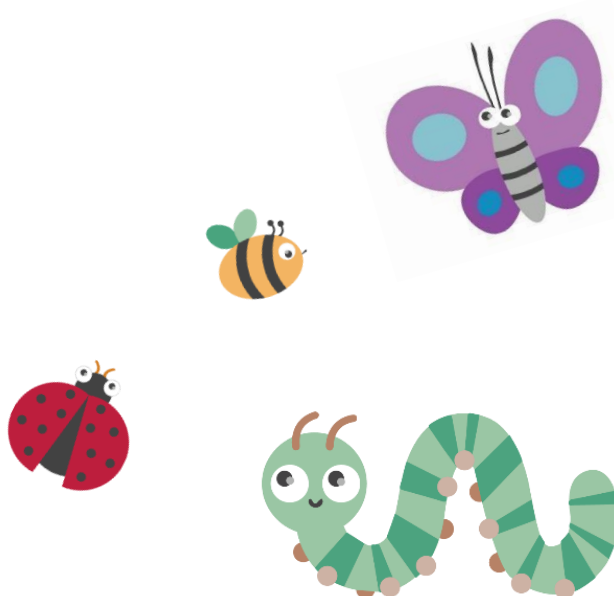
ENROLMENT INFORMATION

Prior to commencing at our Service, you will be required to complete all enrolment documentation.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

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



GOALS FOR YOUR CHILD AT OUR SERVICE

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.

"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

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)

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy

- Concern and responsibility for self and others
- A sense of self-worth
- Social awareness
- 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 ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

EDUCATIONAL PROGRAM

We follow the Early Years Learning Framework, which is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend on and enrich children's learning from birth to five years and through the transition to school.

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

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

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

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

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, community, culture and place.

Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.



• BELONGING

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

• BEING

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

• BECOMING

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

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- 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 belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 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 and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

INDIVIDUAL PROGRAMS - KINDERLOOP

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

- Child's Profile (child's name, date of birth photo of child, room allocated and days attending)
- Goals for the child
- Observations
- Objectives for further development
- Work samples



The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes. Your child's portfolio is viewed online with the [Kinderloop app](#).

PARENT PARTICIPATION

The Service has an Open Door Policy and 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 the children and the program will benefit from.

We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Complaints and Feedback Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time.

• 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 their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. 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 your parents have the time please contact your room Educators to organise a day for reading.

- **RECYCLABLE ITEMS / reduce, reuse, recycle**

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work or home is much appreciated.

- **SPECIAL EVENTS**

Our Service organises special events throughout the year. Keep an eye out.

- **SUGGESTIONS**

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we can best work together in the Service please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

COMMUNICATION

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

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

- ✓ Kinderloop
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters

- ✓ Face to face
- ✓ Family feedback and surveys
- ✓ Mid-year summary and end of year reflection.
- ✓ Formal meetings

[Kinderloop](https://kinderloop.com/) | <https://kinderloop.com/>

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.

ARRIVAL AND DEPARTURE

For safety and security reasons ALL children MUST be signed in on arrival and signed out on departure. We use Electronic Sign In. Families will be issued with a PIN on their first day. Authorised persons to collect children will have their own PIN. The Electronic Sign in PIN must be entered by a parent or authorised person 18 years or over. Children must not enter the PIN into ESI. Persons under the age of 18 are not permitted to collect a child from care.

Our child protection initiative includes requesting families call the service on the day if an authorised person is collecting a child, this is in addition to having an authorised person/s on the enrolment.

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

PREPARING YOUR CHILD FOR DAYCARE AND PRESCHOOL

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 three (3) times before they start the day with us (depending on Covid-19 restrictions and guidelines). This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

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

We suggest purchasing the following books 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 will gain 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, we'll contact you if your child becomes distressed.

WHAT TO BRING TO THE SERVICE

- **BACKPACK / BAG**

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, (age and ability dependent).

Please ensure it is large enough to hold all their belongings and is clearly labelled.

We always provide water and cups though some children may want to bring their own drink bottle, please label if you bring a drink bottle to care.

Please label all your child's belongings and clothes, including spares. Labelled items are easy to return to owners and help to alleviate any confusion around similar and same items between children.

If your child has a sleep or rest we ask that you supply a fitted cot size sheet and top sheet. Please also bring any comforters, dummies and sleeping bags.

NUTRITION

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

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

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

Reference: [Nutrition Australia](http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes) | <http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

PLEASE NOTE:

We are a *NUT FREE* centre. Please do not bring foods into the centre. We provide all meals for your child whilst in our care.

BREASTFEEDING

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

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware of how we need the formula prepared and stored.

CLOTHING

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

It is helpful to your child if they are dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Unsuitable shoes are thongs and gumboots and we prefer that these NOT be worn to the Service. Lace-up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves that come over the shoulder (no mid-drift tops or singlet style) and hats that are broad-brimmed are essential for effective sun safety.

• SPARE CLOTHES

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

Waterproof wet bags: We have introduced waterproof reusable bags to store wet/soiled clothing.

TOYS

The Service has an abundance of toys and resources and we ask that children do not bring in toys from home. This eliminates toys getting lost or broken and the disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

BEHAVIOUR GUIDANCE

Educators follow our 'Interacting with Children Policy' and 'Emotion Coaching Policy' Behaviour that extends across the whole Service giving a consistency of expectation in all rooms. This policy allows children to develop self-discipline, respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy please ask Educators and refer to the Policy manual.

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills

- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

SUSTAINABILITY

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure, and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

REST AND SLEEP

Rest and sleep routine varies according to each child's individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide mattresses for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

BIRTHDAYS

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

FAMILY PHOTO

We have a family tree or family belonging resource in all rooms. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it.

SUN SAFETY

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, 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. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

• SUN HAT

A sun protective hat must be worn every day when playing outside for protection against the sun. Broulee Early Learning Centre will supply and invoice a sun-safe hat to your child on enrolment. All children and staff must have sleeved shirts, NO singlets or shoe straps.

Broulee Early Learning Centre is an Accredited Cancer Council facility.



WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

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

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

- A runny nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic
- Other symptoms of illness

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service, the child's parents or person responsible for the child will be contacted to organise the collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

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

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. For the safety of your child, it is extremely important that staff members are aware if a child has had either medication.

The other consideration is that medication of any type should not be added to a child's bottle. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

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

ILLNESS POLICY

Quality Area 2 – Children’s Health and Safety (Policy 15)

AIM:

For educators to observe children daily, and to notice when a child is unwell and to act on this quickly.
For children to only attend the Centre if they are well.

SYMPTOMS OF ILLNESS:

- Severe, persistent coughing
- Breathing trouble (particularly in babies under 6 months)
- Yellowish skin or eyes
- Unusual spots or rashes, (in particular red or purple spots that do not turn white when pressed with a finger require urgent medical referral because the child could have meningococcal disease).
- High temperature
- Patch of infected skin
- Feverish appearance
- Unusual behaviour (Child is less active, cries more than usual, seems uncomfortable or just unwell, lethargy and decreased activity.)
- Frequent scratching of the scalp or skin
- Grey or very pale faeces
- Unusually dark, tea coloured urine, poor urine output
- Sore throat, difficulty swallowing
- Headache, stiff neck, sensitivity to light
- Vomiting
- Loss of appetite/stomach upset
- Diarrhea

Diarrhea and/or vomiting:

Children, educators and staff with infectious diarrhea and/or/vomiting will be excluded until diarrhea, and/or vomiting has stopped for at least 24 hours.

Conjunctivitis:

Children, educators and staff should be excluded until the discharge from the eyes has ceased.

Exclusion for individual illnesses are conducted on the Directors discretion in line with the recommendations found in ‘Staying Healthy in Childcare 5th Edition’

IF A CHILD APPEARS UNWELL:

- The educators are to advise the Director and parents that the child is unwell.
- Separate the child from the other children (when possible)
- Check the child's temperature: watch and monitor
- Remind a child who is coughing/sneezing to cover their mouth and wash hands.
- For educators to wipe noses using a glove, dispose of the tissue in plastic-lined rubbish bin and wash hands.
- To wash hands after touching a sick child and before touching other children.
- Keep moist skin conditions and abrasions covered.
- Encourage parents to advise educators when someone in their family is ill.
- The educators are to fill out an Illness Report for a parent to view and sign.
- Record details in the illness register for infectious illness.

CHILDREN'S TEMPERATURES:

- Place a thermometer under the child's arm or in the child's ear or use a temporal artery thermometer depending on the type of thermometer used.
- A normal temperature in a child is approximately 36.5 to 38 degrees Celsius – remember that if you take the child's temperature under the arm the core temperature can vary by up to 1 degree.
- A fever in a child under 5 is a temperature of over 38 degrees.
- If a child 3 months and under has a fever above 38 degrees they are to be collected and taken to a doctor to be assessed.
- Refer to the Administering Medication Policy
- Treat by making the child comfortable
- Encourage the child to drink often
- Methods for taking a temperature – Source – Raising Children Network Website

ARMPIT TEMPERATURES

Under the armpit is usually the safest, but least accurate way to take a temperature, especially in young children. Place the thermometer in the armpit and close the arm, holding the elbow against the body. Wait for the thermometer to 'beep' before taking a reading. Armpit readings may record a temperature up to 1 degree lower than the actual body temperature.

EAR THERMOMETERS (INFRARED TYMPANIC THERMOMETERS)

These are quick and easy to use. Your doctor or nurse can show you how to place the thermometer in the ear canal, so you get a reasonably accurate reading. A plastic cover is placed over the tip of the thermometer, which is held gently just inside the child's ear canal, until the thermometer 'beeps'. It is accurate to within about a degree, as long as the ear canal does not have a large plug of wax in it.

TEMPORAL ARTERY THERMOMETERS

These are relatively new, and are the simplest to use. The thermometer is scanned across the child's forehead. It has the advantage of allowing you to check a sleeping child, without waking them.

NOTES:

- The Director should keep a record of any illness of children and educators in the centre including where the child or adult was for most of the day to help prevent the spread of infection. This should be recorded in the Illness book.
- If a parent suspects their child of any symptoms or conditions, they should consult their Doctor as soon as possible for diagnosis and treatment.
- If a child has been exposed to or diagnosed with a communicable disease, parents must notify the centre immediately so that other parents in the centre can be alerted.
- Any child taking anti-biotic must not attend the centre for a minimum period of 24 hours after the Commencement of the course.
- Parents are not to give children Panadol (Or any other form of paracetamol) prior to attending the Centre if their child is presenting with symptoms of being unwell as listed previously in this policy. Educators will not administer Panadol or Nurofen to a child unless this has been requested by a doctor in writing with the request also stating that they are fit for attendance. Educators will, however, give Panadol if a child has a high temperature and the parent will take an extended time to get to the Centre, the temperature is rising. Verbal permission to be given by a parent over the phone.
- Paracetamol may be given to children prior to attending for symptoms of pain and it is a non-infectious cause.

IMMUNISATION:

- Families will advise the service of immunisation details and updates to ensure that enrolment details are kept up to date. The centre will request this information as it occurs or a generic reminder will be put out to parents twice a year January and June, via Hub works.
- Immunisation information is distributed to parents upon enrolment
- Broulee early Learning Centre will advise educator on the recommended immunisations for people working with children as per the Immunisation Handbook-9th Edition (2008)
- Records of educator immunisation details are kept on educator records
- Educator and children are excluded as per illness policy
- Under the Medication policy children who have been immunised and present with a rash, refusing food and being miserable will be collected by parents and asked to visit a GP immediately.

INFECTIOUS DISEASES:

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/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 (whichever 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 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in childcare. The Public Health Act 2010 prevents NSW childcare centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason to not be vaccinated
- Is on a recognised catch up schedule

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

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Families eligible to receive Child Care Subsidy (CCS) and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

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

MEDICATION

Educators can only administer medication to a child from its original packaging with a pharmacy instruction sticker.

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

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 has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated by families and their doctor every 12 months and returned to the service.

ACCIDENTS/INCIDENTS

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

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered and be signed 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 evacuation plan will be displayed in every room.

MANDATORY REPORTING

All our educators are Mandatory Reporters.

What is mandatory reporting?

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

CHILDREN'S SAFETY



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

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

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. Work Health and Safety Committee: John Mc McCloskey, Karina McIntosh, Nicole Hanns and Pene Armfield.

EDUCATOR RATIO AND QUALIFICATIONS

We meet all requirements in relation to the child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend

monthly Educators’ meetings. We have Early Childhood Teachers who hold a Bachelor of Education (Early Childhood), Diploma and Cert 111 trained educators.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children’s learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our program as you enter the foyer.

ACKNOWLEDGEMENT

I/We have read this handbook carefully.

I/We understand the commitment that you (Broulee Early Learning Centre) are undertaking and your responsibilities within Service.

I have completed the enrolment form.

I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

FAMILY NAME

PARENT NAME

CHILD/REN’S NAME/S

PARENT/GUARDIAN

SIGNATURE

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.

Have you completed the orientation evaluation?

Please circle Yes / No