



Parkhurst
EARLY LEARNING CENTRE

Family Handbook

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About Us

Our Mission

We believe that acts of kindness have a lasting impact on communities, and that is why we ensure that children are given every opportunity to experience this in their early years.

Holistic Learning

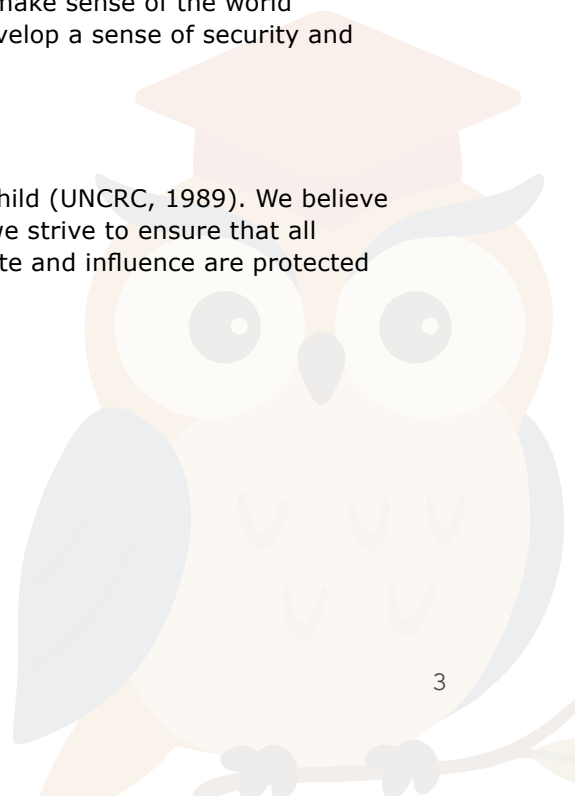
Children begin learning from birth. At our Service we believe that early education should incorporate three spheres of the human spirit – the Head, the Heart and the Hands (Pestalozzi 1746-1827). We revel in the magic of childhood and through this holistic approach, we aim to instil in children a life-long love of learning through exploration, discovery and inquiry (DEEWR, 2009) about the world around them.

The Importance of Positive Relationships

We respect that in order to create strong foundations for growth and development in children, their physiological needs (food, water, air etc) must first be met (Maslow, 1908-1970). After this, the most important tool for development is relationships (Vygotsky, 1896-1934). We believe that the social interactions a child is exposed to and contributes to influences their understanding of their own identity (Connor, 2011). It is through these initial relationships from primary caregivers – of which we are privileged to be part of – that children begin to make sense of the world around them. Positive relationships are essential for children to develop a sense of security and confidence to explore, discover and inquire (DEEWR, 2009).

Our Advocacy for Children's Rights

We are governed by the United Conventions on the Rights of the Child (UNCRC, 1989). We believe that all children should have equitable access to these rights and we strive to ensure that all children in our care and in the wider community in which we operate and influence are protected by this advocacy.



Documentation as a Labour of Love

Documentation is more than just writing about what we see and children's routines. It is a reflection of our unique bonds with children and our deeper understanding of their capabilities and interests. Sharing children's learning and development with their families is our way of celebrating each child's uniqueness and helping parents discover who their children really are (Rinaldi, 2013). Our documentation is rich in emotion, as we value the privilege of engaging with children and supporting them through their routines and processes.

Sustainability Education

We believe in the value of sustainability education in the early years. In order for the youngest citizens of earth to understand the importance of preserving our resources for generations now and next, we recognise that they must first learn to care for one another. "How can children fully appreciate the reason behind recycling if they don't feel that it is important to do so for future children such as themselves?"

Embedded within our daily practices and philosophy is our belief in caring for children with genuine love and affection, so that they may learn to do so for others. We believe this is the foundation for true sustainability education.

Educators as Sector Professionals

We view ourselves as knowledgeable leaders in the field of pedagogy. As such, we are devoted to creating an ethic of ongoing learning and reflective practice. We will continue to build on our professional knowledge and develop learning communities.

We identify ourselves as co-learners with children and families and value the continuity and richness of local knowledge shared by community members, including the Indigenous owners of the land. Our team shares and believes in our philosophy wholly and we strive to apply our team core values – enthusiasm, originality, virtue, thoughtfulness and proficiency – in our daily practices and interactions.

We are here because early education is our calling. We view our relationships, learning environments and documentation as a direct reflection of ourselves and our passion for this sector.

Families as Valued Partners

Families are our most valued partners in early education, growth and development. We actively listen to and learn from our families in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing their children.

Our Values

Good moral values are mostly moulded from a place where love, faith and hope exist. Our values comprise of the following:

- Care and respect
- Positive and passionate
- Equality and individuality

Our Philosophy

Our centres base their philosophies around these guiding principles:

In relation to the children we will:

- Promote the uniqueness of the individual and facilitate relationships based on trust and positive attachment.
- Promote, role model and facilitate interactions, guiding the children to investigate, learn and have fun.
- Ensure that the children's program of experiences and routines promote opportunities to develop autonomy, confidence and a positive self.
- Provide high quality resources in an environment that is safe and relevant to the individual, inclusive of numeracy and literacy, and life skill learning.
- Base our work with children on the latest current research, theoretical knowledge, practices and standards in partnership with families.

In relation to families we will:

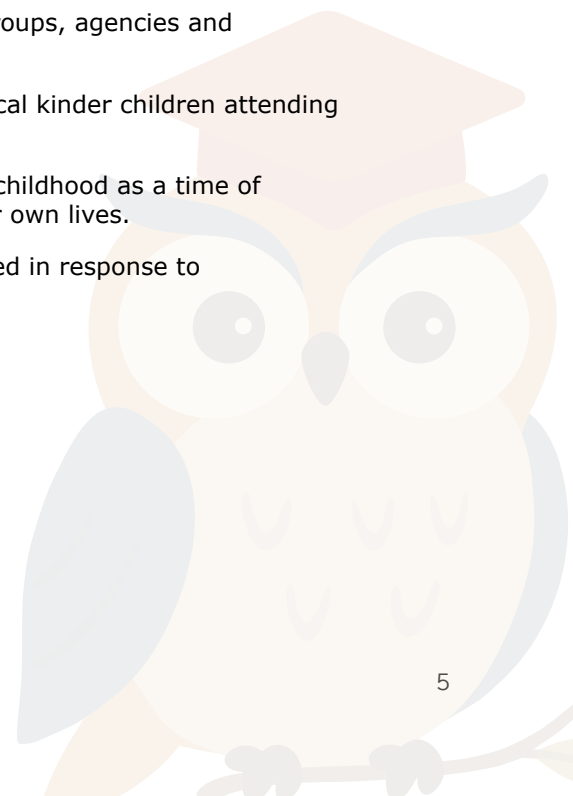
- Embrace the uniqueness of each family and the positive aspects of diversity in child rearing practices and cultural celebrations.
- Facilitate positive and trusting relationships ensuring open communication.
- Work in partnership with families, ensuring our practice reflects the family's central role as the child's primary carers.
- Communication that enables families to feel that they belong to our community.

In relation to the team we will:

- Provide a safe and ethical working environment.
- Value the skills, education and experience that each team member brings.
- Provide, encourage, support and facilitate opportunities for continuous improvement and learning for our team members.
- Listen to feedback, take on-board their contribution and empower them to own it.

In relation to the community we will:

- Engage with the greater community, partnering with local groups, agencies and services, seeking feedback where offered.
- Develop and grow a local transition to school program for local kinder children attending our service.
- Promote children as active members of the community and childhood as a time of extreme importance, reflecting their ability to influence their own lives.
- Develop and evolve our service delivery and programs offered in response to community requirements.





Orientation

We understand that enrolling in a care and education facility is an important decision. At our Service, we aim to alleviate any concerns in the lead up to your child's first day. We want our families to be completely comfortable with their transition to our family.

Once your child is enrolled at our Service, you will be invited to attend orientation days to assist with the transition from home to the education and care service. Some children take to new environments quickly, while others will take time to settle in. Rest assured our educators have the experience and understanding to assist with the settling in process and want you to feel confident with their knowledge and care of your child.

Preparing for your Child's First Day

- Talk to your child about the centre and what will happen there.
- If possible, take advantage of our orientation days or build up the length of time your child will remain in care.

Your Child's First Day

- Our educators will be on hand to show you where to leave your child's belongings and how to sign your child into the centre.
- Allow some time to drop your child off on the first day.
- Work with educators to engage your child in an experience at their own pace.
- Send them with comfort items from home if needed, e.g. dummy, toy, blanket.
- If possible, make your child's first day shorter than usual for a slow transition.
- Be available to be contacted by the centre.
- Feel free to call the centre at any time during the day for a progress report.
- Download the Storypark app to receive photos of your child's first day.

What to Bring	What We Provide
<ul style="list-style-type: none"> • Formula or Breast Milk and bottles with lids • Soft toy or comfort blanket • Dummy in a sealed, named container if used at home • Nappy cream • Two changes of clothing • Bag or backpack • Water bottle 	<ul style="list-style-type: none"> • Extra-curricular experiences based on the interests of the children • Professionally qualified and caring educators • Natural indoor and outdoor play spaces • Nappies & wipes • Sunscreen • iPad kiosks for ease of signing in and out of the centre

*Please make sure everything is clearly labelled with your child's name.

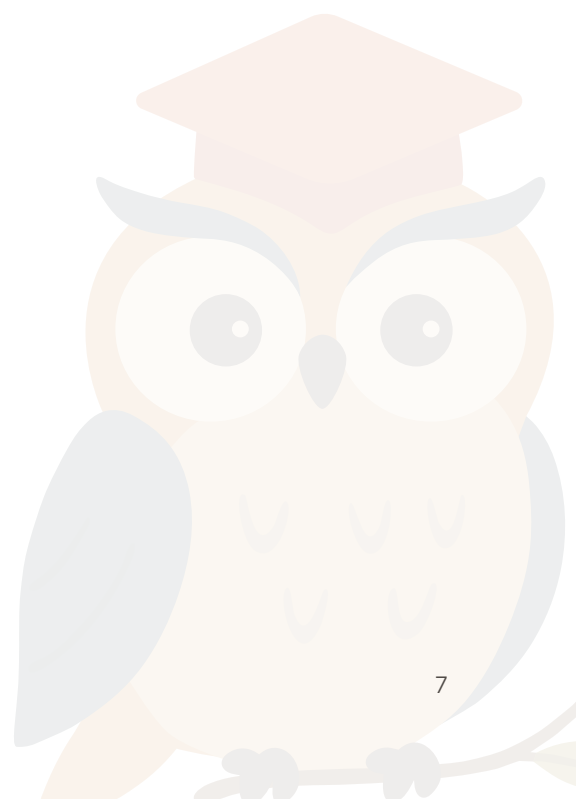
Signing In and Out

It is a legal requirement that all children in our care are signed in and out of the centre each day. This information may be used in emergency situations, and to ensure all children have been collected by their families at the end of the day.

Children may only be signed in and out of the centre by an authorised contact listed on your child's enrolment form. Children will not be signed out of the centre to the care of unauthorised contacts.

Our Service utilises a digital sign in/out system. Upon enrolment, you will be provided with your login details and a demonstration of how to use the system.

In emergency situations, and to meet the law and regulations, it is important that there are at least two other authorised contacts other than the parents/guardians. This assists when we are unable to get in contact with you.





Learning and Development

Our curriculum and learning environments are designed to support the learning and development goals of each child in our care. We work with the Early Years Learning Framework to build outcome based direction and guidance for children.

We believe that children form their own personalities during their early years of development. We also acknowledge that children are able to contribute to the direction of their own learning. We aim to have the environment as the 'third teacher'.

Nursery Rooms

Our nursery room is designed to support the growth and development of children from six weeks of age.

Our qualified educators assist with each child's learning and discovery through interest based activities, which encourage investigation and exploration. Our environments provide stimulation for your child's physical, social, emotional, cognitive and language skills.

During their time in the nursery room, children are learning new skills everyday such as; sitting up, crawling, walking, grasping and throwing, understanding certain words from adults, responding to their name, talking, scribbling and singing, to name a few.

In our nursery room, you will see:

- Soft furnishings such as rugs to create a homelike environment and comfortable place to enjoy floor time.
- Age appropriate developmental resources.
- Items of interest at the perfect height for a nursery child, such as mirrors and sensory objects.
- Comfortable feeding chairs.
- Well ventilated nappy change areas with a high level of visibility to aid supervision.
- Dedicated sleep room (depending on centre layout) with comfortable cots, appropriate lighting and windows for a high level of visibility to aid supervision.

Toddler Rooms

Our toddler environment provides stimulation for your child's physical, social, emotional, cognitive and language skills.

During their time in the toddler room, children's development goals include; running, jumping, using steps, dressing themselves, using their imagination, learning rhymes and counting, to name a few.

In our toddler room, you will see:

- Soft furnishings such as rugs to create a homelike environment and comfortable place to enjoy floor time.
- Age appropriate developmental resources.
- Items of interest at the perfect height for a toddler, such as mirrors and sensory objects.
- Height appropriate tables and chairs for children to practice their feeding skills.
- Well ventilated nappy change areas with a high level of visibility to aid supervision.
- Height appropriate toilets with privacy barriers for the children and windows for a high level of visibility to aid supervision for adults.

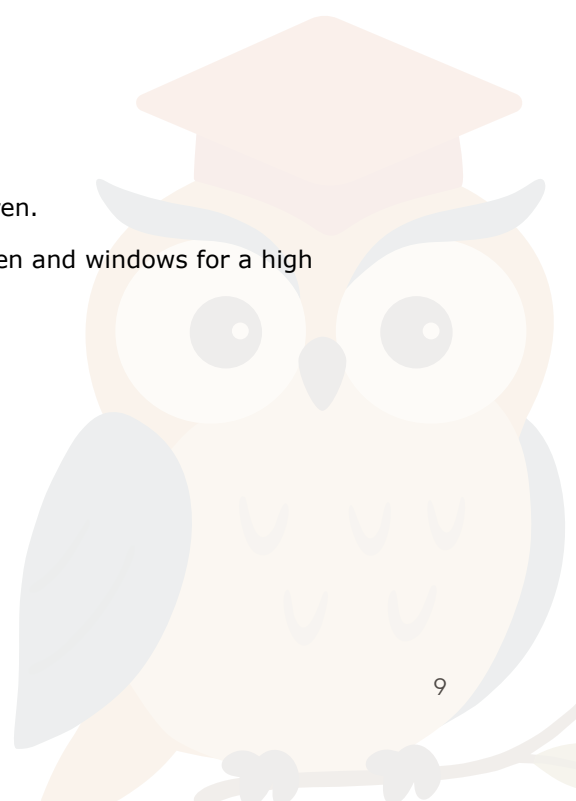
Pre Kindy Rooms

Our Pre Kindy environment provides stimulation for your child's physical, social, emotional, cognitive and language skills. The environment and curriculum are specially designed to start preparing children with the skills required to enter formal schooling.

During their time in the pre kinder room, children's development goals include; dressing, running, jumping, learning sentences, taking part in conversations, writing, identifying letters, playing with others and beginning to understand others feelings, to name a few.

In our pre kinder room, you will see:

- Age appropriate developmental resources including an abundance of books, words, letters and numbers.
- Designated learning areas such as home corner to assist with imaginary play and a dedicated art and craft area.
- A curriculum designed to prepare children for school.
- Areas for smaller group work.
- Initiatives to encourage children's independence.
- Children's artwork displayed in a meaningful manner.
- Extra-curricular activities based on the interests of the children.
- Height appropriate toilets with privacy barriers for the children and windows for a high level of visibility to aid supervision for adults.
- Experienced early childhood educators.



Kindergarten Rooms

Our kindergarten environment provides stimulation for your child's physical, social, emotional, cognitive and language skills. The environment and curriculum are specially designed to provide children with the skills required to enter formal schooling.

During their time in the kindergarten room, children's development goals include; dressing, running, jumping, learning sentences, taking part in conversations, writing, identifying letters, playing with others and beginning to understand others feelings, to name a few. School readiness will be a focus in the kindergarten room supporting your child/ren with the transition to school.

In our kindergarten room you will see:

- Transition to school program.
- Relationships with local schools to assist with your child's transition to formal schooling.
- Age appropriate developmental resources including an abundance of books, words, letters and numbers.
- Access to technology including tablets and smartboards.
- Designated learning areas such as home corner to assist with imaginary play and a dedicated art and craft area.
- A curriculum designed to prepare children for school.
- Areas for smaller group work.
- Initiatives to encourage children's independence.
- Children's artwork displayed in a meaningful manner.
- Extra-curricular activities based on the interests of the children.
- Height appropriate toilets with privacy barriers for the children and windows for a high level of visibility to aid supervision for adults.
- Experienced early childhood teachers.

Please visit the ACECQA website (www.acecqa.gov.au) for a full list of developmental milestones.

Our Educators

We understand the importance of high quality educators. Our facilities and services, together with the quality of our educators, is what makes us the premium choice for your child's early education.

We aim to provide our educators with the best possible facilities and resources so they can focus on what they do best – provide quality care and education for your child.

Our Service endeavours to be a harmonious and supportive work environment that promotes long term employment and stability for children in our care.

Students and Volunteers

Our Service promotes training and education to ensure we have access to the best possible candidates within the early education industry.

When students and volunteers are accepted within our centre, families will be notified and permission will be obtained prior to any student observations of children commencing. All students and volunteers will be supervised at all times by our qualified educators.

Extra-curricular Experiences

Our extra-curricular programs provide further inspiration and learning opportunities for the children in our care. We believe in wellness, the connection to music and movement and the environment as the third teacher.

We have an active events calendar that can be accessed through the Storypark app and is also displayed in the centre. Our centre will hold numerous events throughout the year including but not limited to; dress up days, national or state holidays and celebrations, specific fundraising or awareness days, educational days or celebrations, cultural days from other countries, and Australian traditional holidays and celebrations.

Kindergarten to Primary School Transition Program

We provide a year round transition program for all kindy children in their year prior to school. This program involves cross visits between our centre and the school/s, and the participation of activities with teachers from and between the two environments.

These plans are individually based on your child and the school they will be attending, with input by the school transition team and the parents/guardians.



Indoor/Outdoor Program

Our Service encourages both indoor and outdoor play all year round. The centre has been designed and resources set up to allow these environments to cross over, allowing children to explore indoor and outdoor spaces freely. Physical environments contribute to children's wellbeing, happiness, creativity and developing independence so we aim to provide a range of quality experiences every day.

Our Services

We boast a range of services for your convenience.



Convenient opening hours
Monday to Friday



Education and care for children
aged 6 weeks to school age



Kindergarten Program to
promote school readiness and
transition



The latest technology and
resources



Extra-curricular experiences to
support your child's learning and
development



Sustainability Program



Communication

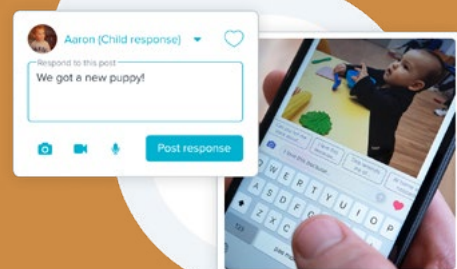
An integral part of our program is our continual communication, consultation and collaboration with families.

We achieve this by:

- Welcoming families to join us in planned experiences and events.
- Our open door policy.
- Sharing information with families.
- Sharing our knowledge of each child's daily experiences.
- Sharing each child's interests and overall progress.
- Sharing information on how the program is guided and evolves through verbal communication, written daily documentation, meetings, displays, newsletters, and via our communication app.
- Seeking information from families regarding their beliefs, perspectives and values.
- Seeking information from families regarding their goals for their children.
- Seeking information from families regarding their child's interests and experiences within the context of their home.
- Actively using resources supplied by families, ensuring the resources within the environment reflect children's interests and home experiences while initiating conversations with children.
- Respecting each family's individual comfort levels and preferences about how they would like to be involved.



We use Storypark to communicate with families. With Storypark, you can view your child's photos and learning.



Open Door Policy

We have an open door policy. Our families are encouraged to come in at any time to speak with our educators or spend time in their child's room.

Family Feedback/Surveys

Throughout the year, families will be given the opportunity to participate in feedback surveys. However, we welcome you to speak with your Centre Manager or educators regarding any feedback you may have at any time.

Parent Grievances

Our Service fosters positive relations between management, families and staff. Every family has the right to a positive and sympathetic response to their concerns. Solutions are sought to resolve all disputes, issues or concerns that impact or affect the day-to-day well-being of the centre in a fair, prompt and positive manner.

Our centre welcomes and facilitates family participation and open communication by encouraging families to engage with their children's education and care.

We have an open door policy for families and encourage open communication through the enrolment and orientation process, policy review, feedback forms, programming, documentation, formal and informal meetings, emails and conversations.

All feedback will be taken seriously and endeavour to always be forthcoming. All outcomes will be discussed with the parent who is concerned.

Any serious incidents or complaints where the safety and/or wellbeing of a child is compromised will be followed through with the Department of Early Childhood.

Useful Contacts

Enrolment

To discuss your child's enrolment, please contact the Centre Manager directly by calling the centre's direct number.

Fees and Payments

For information regarding fees and payments, please discuss with your Centre Manager in the first instance, or email operations@evolveedu.com.au.

Feedback

To provide family feedback, please discuss with your Centre Manager in the first instance, or email info@evolveedu.com.au



Fees

The following services are covered in our fees:

- A high level of centre security to ensure peace of mind.
- Specialised Kindergarten Programs for both 3 and 4 year olds.
- All extra-curricular programs including art, music, sport and language.
- Daily communication via Storypark.
- An enrolment pack including a hat.

Payment Details

Our centre is cash free. This ensures there is always a record of your payments and to further ensure the safety of our staff and families.

All fees must be paid via Quick Pay. Direct Debits are generated through the Xap Smile app.

CCS (Child Care Subsidy) payments will be paid directly to the centre and this amount then applied to your account.

All fees must be paid in accordance with the centre billing cycle to ensure your position remains at our Service. Please ask your Centre Manager for a copy of the fee policy for more information.

Fee Increase Information

Fees may increase due to a range of factors, however families will be provided with notice.

Statement of Account

Your account invoice will be emailed to you. Please ensure your email address is up-to-date at all times. You can access your statement at any time via the Xap Smile app.

If you have any questions or concerns regarding your account, please speak with your Centre Manager. Alternatively, you will be able to reach our accounts team at operations@evolveedu.com.au during business hours.

Public Holidays

Our Service is closed on public holidays. Fees will be charged for public holidays to retain your booking.

Late Fees

Late fees are charged if children remain in the centre after closing time. Please refer to our fee schedule for further information.

Absent Days

If your child is absent from care, please inform the centre by 10:00 am each day. Fees will still be charged for any absent days. You can do this by a phone call to the centre or through the Xap Smile app.

Once a child is absent for 42 days in a financial year, evidence of absences will be required as per DET law in order to still receive your CCS for that day.

Cancellation of Care

Families are required to give two weeks notice in writing when intending to cease care at the Service or change booked days via our cancellation of care or change of days form.

Fees in advance will be used to finalise your final two weeks in care and any balances are required to be due payable. Credits will be returned to the family once all CCS has been received and attendances confirmed and returned from DET.

Children must be signed in and out on their last day of care for CCS to apply.

Debt Collection

If in the case a debt is not paid when care has ceased, you will be liable to pay the centre for all costs incurred by our nominated Debt Recovery agency (including costs for which the centre may be contingently liable) in any attempt to collect any monies owed by you to the centre under this Agreement including debt collection agent costs, repossession costs, location search costs, process server costs and solicitor costs on a solicitor/client basis.



Health

Illness

Children should not be brought to the service unless they are able to cope adequately with the normal daily routines and activities within the program. Children should be able to play both indoors and outdoors when at the centre. We are unable to restrict a child from playing outside. If our educators feel that a child is unfairly exposing other children to illnesses or is too unwell to cope with the service's program, they will notify families and ask for the child to be collected. The service follows the 'Staying Healthy in Childcare' guidelines.

The Centre Manager's decision is final. Families are requested to collect their child as soon as possible after being notified of possible illness, or make alternative arrangements. If families cannot be contacted the emergency contact will be informed.

Infection Control

Infections with or without illness are common in children. When children spend time in child care or other facilities and are exposed to a large number of children for some time, infectious diseases spread.

Our educators aim to reduce the risk of infection by:

- Regular and effective hand washing practices.
- Wearing gloves when handling bodily fluids.
- Covering open wounds on children and educators.
- Regularly cleaning the centre including all resources.
- Notifying families of any outbreaks.

Immunisation

As part of our enrolment process, you will be asked to provide details of your child's immunisation status.

For more information, see <https://www.qld.gov.au/health/conditions/immunisation/childcare>



Medications

Administration of medication should be considered a high risk practice. Authority must be obtained from a parent or legal guardian before educators administer any medication.

We do not administer non-prescribed medication unless accompanied by a doctor's letter/certificate or in case of an emergency.

Medication can only be administered accompanied by a completed and signed medication administration form. Medication and the Medical Administration form is to be handed to an Educator.

Paracetamol/Ibuprofen Administration

It is not a regular practice for our centre to administer paracetamol or ibuprofen.

To safeguard against the overuse of these medications and minimise the risk of masking the underlying reasons for high temperatures, educators will only administer paracetamol or ibuprofen if it is accompanied by a doctor's letter or certificate stating the reason for administering, the dosage, and duration it is to be administered for.

If a child presents with a fever at the service, the family will be notified immediately and asked to organise collection of the child as soon as possible. The family will be encouraged to visit a doctor to find the cause of the temperature.

A child is unable to attend the service if they have been administered paracetamol or ibuprofen prior to arriving at the centre.

Paracetamol and ibuprofen is kept on the premises for emergency situations only and may be administered with consent.

Sun Smart Policy

Our outdoor environment has been designed with your child's sun protection in mind with both natural shade and strategically placed shade structures.

Outdoor play is organised to ensure our children and educators receive a healthy amount of UV exposure each day.

To further increase your child's sun protection, wide brim hats must be worn and sunscreen is applied 20 minutes prior to venturing outdoors and reapplied on a regular basis.

We apply sun protection measures all year round and continually check the local maximum UV rating for our local suburb. We use the Sunsmart app and website and follow all recommendations from the Cancer Council.

We believe that children with the right protection and clothing items are able to be engaged outdoors all year round, including winter months. We believe in supporting natural sources of vitamin D for children exposing them to all types of weather, whilst making sure the environment is safe.



Safety

Supervision

Educators supervise children at all times, ensuring all children can be seen and heard. Our educators are always on the lookout for any possible dangers to the children in our care.

Our indoor and outdoor environments have been designed to ensure children are engaged and active whilst allowing our educators vision of each child. Some environments are designed for 'risky play' to support and encourage children to meet new challenges and progress through their own expectations.

Security

A high level of importance has been placed on security at our centres to ensure your peace of mind.

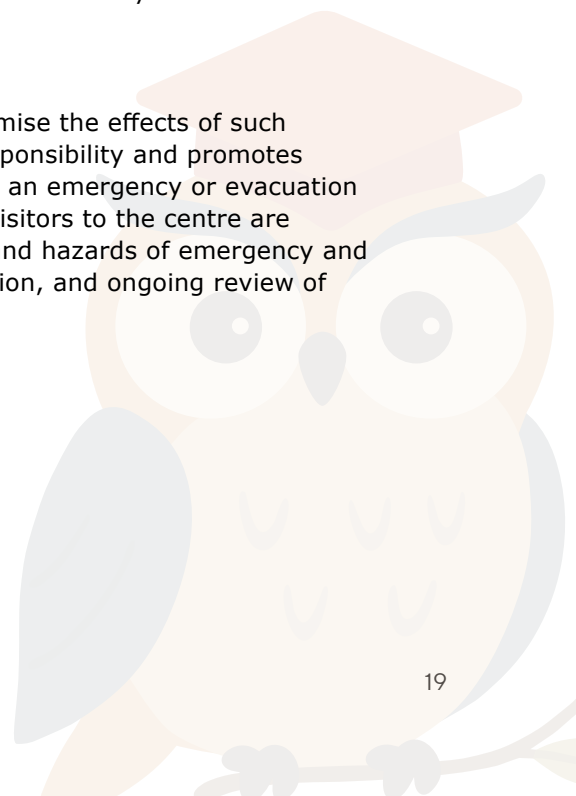
We are committed to providing a safe and secure environment for your child to learn and develop.

At our Service, you will see:

- Specially designed fences and barriers around the centre
- Carefully designed policies and procedures pertaining to children's safety

Fire and Emergency Evacuations

All staff are prepared to deal with any emergency, in order to minimise the effects of such events. Regular practice of emergency drills is essential to that responsibility and promotes calm, competent use of the plans in an emergency. In the event of an emergency or evacuation situation, the safety and wellbeing of staff, children, families and visitors to the centre are paramount. As such, our service is committed to identifying risks and hazards of emergency and evacuation situations and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations.



Incidents and Accidents

Our environments are designed to promote safety and security in order to prevent any accidents to children and educators.

It is our expectation that all our educators hold a first aid qualification. In the case of an accident involving your child, your child's educator will immediately administer first aid. If the injury requires further medical treatment, you will be contacted and a plan of action organised. If an incident occurs and your child is in a serious condition, triple zero will be called to the service to attend to your child.

Families will be given a completed incident report after an injury or illness which is required to be signed by the family. All incidents will be documented and stored according to regulatory requirements and a risk management approach to health and safety will be adopted.

Custody Orders and Arrangements

Parents must inform the centre of any custody arrangements pertaining to their child at the time of enrolment, or if a custody arrangement is made while the child is in our care. The centre will require a copy of the Custody Order/Protective Assistance Order or any other legal document pertaining to the custody arrangement.

Our educators are required to follow these orders and inform the police if the order is violated. Educators are unable to follow parent instructions unless supported by legal documentation.

Clothing

Please dress your child in appropriate clothing and shoes for messy play. Appropriate clothing includes; elastic waist pants and shorts, light and loose fitting t-shirts, dresses and tracksuits, slip on or velcro shoes, sun hat with a broad brim that covers the back of the neck and no cords under the neck.

Inappropriate clothing includes; tight/restrictive jeans, skirts and shorts, lace up shoes, buckles, braces, belts, overalls, singlet style dresses or tops that don't comply with Sun Smart requirements, long flowing dresses that may inhibit climbing, outdoor play and toileting, thongs, Crocs or loose fitting footwear.

Photos and Videos

Our educators will take photos and videos of children throughout the year for the purpose of family communication, observations, children portfolios and centre promotional materials.

During the enrolment process, please provide consent on your enrolment form or indicate if you do not wish for photos/videos to be taken of your child.

Excursions and Incursions

We offer a range of excursions and incursions to enhance our curriculum. Educators will notify families of any activities planned along with permission forms that must be signed and returned to the centre.

Our Service is committed to providing excursions and incursions that are well considered and planned, provide meaningful experiences and ensure the health, safety and wellbeing of children at all times.



Daily Routines

Our routines are flexible and are used as a basic guideline. Children's routines will be developed in consultation with families. During their time in care, children will be provided with three nutritious meals, opportunities for sleep/rest and toileting/nappy change opportunities in a safe and hygienic environment.

Meals and Nutrition

Please ensure the food you provide is nutritious.

Water is available to children at all times and our educators will encourage children to drink water especially in hot weather.

Please note: Our Service is a nut free centre. On arrival to the centre, families are encouraged to use the provided hand sanitisers to remove traces of food eaten at home.



Sleep and Rest Times

Rest time is a calm and restful time for children. We create a peaceful environment with calming music that is conducive to resting.

Our policy on this time during the day is in direct reflection to the children in our care and our responsibilities of 'Duty of Care'. Children have control over their rest and or sleep time after lunch. We allow children to respond to their body's needs, and if sleep is needed, children have the choice to sleep. We do not wake children from their sleep, but allow them time to wake themselves.

Our educators will regularly check sleeping children by walking around the room (every 5 minutes) to ensure each child is resting safely and comfortably. Infant sleep checks will be recorded by educators with the time and their initials.

Toileting

Consistent approaches between the home and the centre allow children to gain confidence in their abilities and develop independence with their toileting skills. This consistent approach allows children to identify appropriate hygiene and toileting practices that will reduce the spread of infectious disease. Toileting facilities and practices that ensure ease of access, good supervision and support for children will enable children to develop toileting skills within a safe and secure environment. Routine and self-help activities enable educators to promote children's learning, meet individual needs and develop strong trusting relationships with children.

Our educators will promote and assist children with hygiene practices such as flushing the toilet and hand- washing procedures.



Our Community

Sustainability

Our educators work with the children to promote healthy, sustainable environments where educators, children and families learn and share ideas about creating an environmentally friendly education and care service.

We implement the following sustainable practices; recycling and the use of recycled resources, energy efficiency, water conservation, growing our own herbs and vegetables, and many other additional practices as part of our program.

We also provide all families a re-usable folder upon enrolment, which holds our enrolment forms. Families are encouraged to keep this and re-use for artwork, centre forms etc. It could also be used to store any wet clothing or items.

Cultural Diversity

Our Service endeavours to respect and demonstrate awareness of and appreciation for each individual's uniqueness of background. Such factors include; age, culture, ethnicity, traditions, practices, beliefs, values, religion, gender, sexuality, special needs and/or socio-economic status.

Our educators incorporate cultural awareness into our program through the use of; books, music, cooking, crafts, singing, clothing, play equipment and other subtle means. Culture is a complex concept with a range of factors such as gender, ethnicity, language, religion, age, social and education status to name but a few.

The purpose of an anti-bias and multicultural approach is to attach positive feelings to centre experiences so that each child and adult will feel included and valued. It is our aim that children and adults will be friendly, respectful and have empathy in their interactions with people of diverse cultural and linguistic backgrounds.

Children with Additional Needs

We are committed to the inclusion of all children within our centre. These children may have physical impairments, intellectual delays, medical conditions, behavioural challenges, diagnosed conditions or conditions undergoing assessment by a medical professional.

Our educators are trained and have access to a range of support services to ensure we provide the appropriate environment and support for children and their families.

In some cases, Inclusion Support Scheme funding may be required to assist our centre by providing additional educators, equipment, resources and training.

