



**Pagewood  
Kindergarten**

2-5's High Quality Accredited Child Care

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# Pagewood Kindergarten Family Information Handbook

## **Open:**

7:30am till 6:00pm - Monday to Friday

## **Address:**

1A Dudley Street  
PAGEWOOD, NSW 2035  
Ph: (02)9666 4925

Mobile: 0402 476 381

[www.pagewoodkindy.com.au](http://www.pagewoodkindy.com.au)

Email: [info@pagewoodkindy.com.au](mailto:info@pagewoodkindy.com.au)

ABN: 61 136 901 374

# Pagewood Kindergarten

## Welcome

Pagewood Kindergarten has been established since March 1977, the current ownership has been in place since September 2009. The centre is privately owned by Susan (local resident who worked for the Department of Education and Communities for 24 years and now works full time here at the centre. Sue has a Diploma of Business Administration and is undertaking her Diploma of Early Education. Sue is a mother of 2 adult children and has 4 grandchildren. Agostino (over 19 years experience in childcare, local resident, has been a keen soccer coach at local Pagewood Soccer Club and father of one adult son). Our private ownership allows us to reinvest right back into the centre, continually enhancing and improving our home-like environment, staff training and centre resources.

The centre operates as both Preschool and Long Day Care, to cater for our working parents, whilst providing an enriched curriculum that prepares children for the next step into school. It is open between 7.30 am and 6 pm and is licensed for 29 children ranging in age from 2 years to 5 years.

Pagewood Kindergarten prides itself in its safe and home-like environment. We aim to support the individual needs of families based on open communication, along with developmentally appropriate learning centres and a curriculum that is challenging, stimulating and along with and empowers children to develop a positive self-image and love of learning.

Our school readiness / Pre School program supports the development of children's' audio and visual processing skills as well as communication skills. A variety of literacy and numeracy activities are used including letter-sound identification (phonemic awareness); fine motor skills activities which help our children's handwriting, letter formation and vocabulary development. Our children will begin learning to identify initial sounds in simple words and recognise and use some words with common vowel sounds, (CVC) words as in CAT; MAP; TAP etc. Visual discrimination exercises are used throughout the program to develop children's' visual memory, eye health and processing skills (using matching and sorting tasks). Here are some websites for your children to use at home to assist in memory development. [http://edhelper.com/visual\\_skills.htm](http://edhelper.com/visual_skills.htm), <http://www.firstschoolyears.com/literacy/index.htm>, <http://www.eyecanlearn.com/#Visual%20Discrimination>

The playroom implements the FAMILY GROUPING SYSTEM. Some advantages of Family Grouping lie in the opportunities it presents for:

- The modelling of social, emotional and language skills to younger children through the stimulation of older children.
- The development of feeling of concern and responsibility towards younger children by older children - which should lead in later years, to attitudes of concern for the welfare of the community and the development of a sense of involvement and responsibility.
- The Non separation of siblings.
- The dissipation of the rivalry and competitiveness, which invariably develop in same age groups.

We are licensed by and registered by NSW Early Childhood Education and Care Directorate Department of Social Services under Australian's Children's Education and Care Quality Authority (ACECQA).

## **Orientation**

As part of centre policy we invite all families to attend an orientation procedure before the commencement of your child. Orientation involves the explanation of the following:

- ❖ Our Daily routine
- ❖ Menu Planning
- ❖ Programming/Observations/daily diaries/portfolios
- ❖ Policies and Procedures
- ❖ Immunisation
- ❖ Children's Lockers and parents pockets
- ❖ Sign in/out folder and communication chart
- ❖ Medication folder
- ❖ Parent involvement/Accreditation
- ❖ Evaluation

## **Aims of the centre**

The staff at Pagewood Kindergarten aim to adhere to the Australian Early Childhood Code of Ethics. These ethics provide a framework for staff commitments in the areas of children, families, colleagues and the community.

The overall aim of Pagewood Kindergarten is *to provide a homelike and caring environment in which children can develop to their full potential.*

## **Children**

**The aims of the centre in relation to children include:-**

- ❖ To treat all children as individual regardless of cultural background, gender or developmental level
- ❖ To consider children as unique individuals with varying needs and abilities
- ❖ To provide a loving and caring environment where children feel comfortable to express their needs, wants and interests
- ❖ To provide an environment in which children feel safe and secure
- ❖ To provide children with the opportunities to explore the world around them through experiences that are challenging to the individual
- ❖ To give children the opportunity to extend their learning and further their own discovery of themselves with appropriate guidance from staff
- ❖ To listen to and respect children's own ideas and interests
- ❖ To develop and extend each child in all areas of development, physically, emotionally, cognitively and socially at their own pace

## **Parents and Families**

**The aims of the centre in relation to parents and families include:-**

- ❖ For all parents and families to feel welcome and comfortable within the centre
- ❖ To treat all parents and families equally regardless of cultural background and gender
- ❖ To develop a positive relationship with all parents and families and to communicate openly and effectively
- ❖ To encourage parents to take an active interest in, and role in their child's development
- ❖ To encourage all families to actively participate in their child's room activities at any time

## Program (Curriculum)

### *The aims of the centre in relation to the program include:-*

- ❖ The program is based on close observations of the children and Early Years Learning Framework (EYLF) with emphasis on "Being, Becoming and Belonging"
- ❖ Learning experiences are planned according to the individual strengths and interests of all children. The program also considers the needs and interests of the group as a whole
- ❖ Learning experiences are meaningful to the children and emphasise a hands on approach with direct observation and exploration opportunities
- ❖ The program encompasses all developmental areas (social, emotional, physical, intellectual) and includes a wide variety of learning experiences
- ❖ The program is anti-bias and covers a wide aspect of multiculturalism
- ❖ The program offers a stable routine, yet is flexible in order to meet both individual and special needs of the children
- ❖ The daily program and evaluation of activities is displayed for all to view
- ❖ To maintain appropriate and current records on development and interests for each child

## Staff

### *The aims of the centre in relation to other staff include:-*

- ❖ To assist and support staff in their professional development
- ❖ To encourage all staff to excel themselves through leadership
- ❖ To develop effective communication between all staff members
- ❖ To listen to and respect all staff regardless of cultural background, religion, gender and qualification
- ❖ To work together to create an atmosphere of friendliness and warmth
- ❖ To be open to all staff and offer helpful advice

## Community and Society

### *The aims of the centre in relation to the community/society include:-*

- ❖ To provide a co-operative relationship between all agencies and professions involved with young children and families
- ❖ To develop in the children a positive concept of their own community
- ❖ To provide programs which are responsive to the needs of the community

## Staff Information

Pagewood Kindergarten prides itself with the friendly and professional staff working at the centre. The extensive number of Educators Of with varying qualifications and experiences work together as a team to provide a service of exceptional quality. This will be done through, ongoing staff development (in services, information nights), regular communication (social, staff meetings diaries and newsletters) and team work, where all the staff value the sharing of friendship, knowledge and ideas for their benefit of staff morale.

## Centre Management

We aim to provide continuity of care throughout the centre. This is achieved by using the same relief and casual staff who are familiar with the routines of the centre and the children in their care. Continuous relief staff also allow the children to feel comfortable with them should their primary contact teachers be absent.

Photos of the staff and their qualifications are displayed in the office or the foyer. A staff information book is also available in the office, detailing each individual staff's qualifications, experiences and training for the parents' perusal.

### **Priority of Access Policy**

**Aim:** For the priority of access into quality child care to be fair and to reflect the Australian Government 'Priority of Access Guidelines.'

**Procedure:** Upon enrolment families must complete an 'Enrolment Form' and any changes to employment status must be updated with CentreLink and the Child Care Service Provider (Pagewood Kindy).

### **What are the Priority of Access Guidelines?**

The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places. Every approved child care service has to abide by the guidelines and tell you about them when you enrol your child into care.

**Priority 1** - a child at risk of serious abuse or neglect

**Priority 2** - a child of a parent (or both parents if you have a partner) who satisfies the Government's work, training, study test.

**Priority 3** - any other child.

We may require a 'Priority 3' child to vacate a place to make room for a child with a higher priority. Notice of at least 14 days will be given.

**Relevant Legislation:** Section 196 of the A New Tax System (Family Assistance) (Administration) Act 1999 (the Act) provides that it is a condition for continued approval of an approved child care service that the service complies with the eligibility rules from time to time applicable to the service set out in the Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Determination 2000 (the Eligibility Determination).

**Evaluation:** To be reviewed quarterly at staff meetings and parent committee meetings, and amended in accordance with the Department of Education, Employment and Workplace Relations.

### **DEVELOPMENTAL RECORDS**

To assist the staff in planning appropriate experiences, developmental records are maintained for each child. These consist of Checklists and ongoing written observations of your child in all areas of their development. (i.e. Social, Emotional, Physical, Language, and Intellectual Development.) From these observations we can gather information on your child's interests and abilities and then plan appropriate experiences to develop these. Parents are encouraged to discuss their child's progress with the staff. This is often achieved by informal discussions at the beginning or end of the day, or more formal meetings (appointments) can be arranged at suitable times.

### **CHILDREN WITH SPECIAL NEEDS**

Before enrolling your child at our centre, it is important to discuss with us any special needs your child might have and how we can meet them. Planning for children with special needs requires careful thought and often the assistance of specialists. It is important to know how the specific needs may or may not affect the child's learning and activities. This information will help us to meet the needs of the child and seek assistance from specialists and support workers if needed.

## DAILY PROCEDURES OF OUR CENTRE

Our daily programs (curriculum) capture EYLF (Early Years Learning Framework) with emphasis on "Being, Becoming and Belonging". The release of the Early Years Learning Framework implemented the Australian Government's National Quality Agenda for early childhood education and child care. The EYLF has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most stimuli for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

We, at Pagewood Kindergarten, implement these required elements of EYLF. This program takes into account the whole child and covers all aspects of their development (physical, social /emotional, cognitive and language). The needs/strengths and interests of the group and individuals form the basis of experiences and activities provided. Staff plans on the basis of careful observation and evaluation, to meet the needs of each individual child, and plan a program which would have the general aims of the centre in mind. The staff plan daily language and music groups and are always happy to discuss these with interested parents.

We have three groups where children are divided into separate groups for stories/language sessions so that we can plan age appropriate activities.

Our sign in and out attendance sheets are kept in case of an emergency. The attendance sheets are the parent's responsibility to fill in EVERY DAY as this is a record for staff of the children in the building who must be accounted for. We are not permitted to allow your child to leave the centre with anyone under the age of sixteen years, or who does not have authorisation to collect the child. If a non-custodial parent is not allowed access to the child, the court order must be seen by the Director for the staff to be able to comply.

### WHAT HAPPENS DURING THE DAY?

Indoor and Outdoor experiences are an integral part of our program and routine. Play is central to children's development by providing opportunities for both structured and spontaneous activities. Play is a unique way children learn about their world. It is also a means of expressing knowledge from previous experiences. We aim to provide opportunities for boys and girls to play freely regardless of any stereotype roles they may choose. Your child will take part in:

- **Indoor Play-** Activities during indoor play include a variety of art and craft activities such as painting, drawing, pasting, working with puzzles and manipulative equipment, block play, board games, play dough, home corner and reading books.
- **Outdoor Play-** Activities during outdoor play include sand play, art and craft activities, water play, climbing activities, dramatic play and block play.
- **Language Experiences-** Formal and informal language experiences are provided throughout the day to develop your child's appreciation of language, both written and oral. They also provide an opportunity for your child to extend their vocabulary, concentration, self-expression, turn-taking with peers and listening to others.
- **LOTE (Languages other than English) -** Our children are given the opportunity to learn small words and phrases in Italian.
- **Music and Movement Experiences-** Formal and informal music movement experiences are provided throughout the day to encourage your child's appreciation of music. There is opportunity for singing songs, learning finger plays, playing singing games, making music with instruments and using their body to express movement.

- **Rest and Quiet Time-** We recognise that your child may need the opportunity to rest and/or sleep whilst at the centre. All children participate in a 'quiet time' after lunch listening to music, story tapes or reading books. Those who do not need to sleep are encouraged to participate in quiet indoor activities after a rest.
- **Communication-** We value any information you can provide us regarding your child's needs and interests as this will assist in planning an appropriate program for your child. We like to keep you informed about what is happening. A parent portal has been set up, designed specifically for easy access to all parents and carers, as well as allowing for your feedback. Communication is uploaded on a daily basis and we urge all parents to check the portal for any new and important notifications. These may include; newsletters, daily reflections and learning stories. Access to the portal relies on an up to date email address so we urge all parents to **keep us informed of any change to their email address. Email (via portal or standard email) is our preferred avenue of communication including distribution of statements. Please indicate if you do not wish this to happen.** . A "News/Communications sheet" is also located near the sign on book for you to comment on what your child has been up to on the weekend and/or to share any interests they may have. We also have week/end sheets which we encourage all parents to write a little on what their child has been doing over the weekend so that we can work towards bring more of your child's individual interests into our programs.

**The Licensee/Director/Supervisor will ensure that all of the Centre's policies are maintained and implemented at all times.**

## **ENROLMENT AND ORIENTATION POLICY**

### **Aim:**

- Pagewood Kindergarten aims to ensure that each child's enrolment is completed as per our legal requirements. Additionally, we aim to ensure that each child and their family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide, and their new environment.

### **Strategies:**

- A tour of our Education and Care Service will be organised and conducted. During this tour, the Approved Provider/Nominated Supervisor/Educator conducting the tour will give the family information about the Service including, but not limited to, programming ethos, meals, incursions, excursions, inclusion, fees, policies, our status as a Sun Smart Service and the responsibility our Service has to ensure Sun Safe practices, Regulations for our state and the Assessment and Rating process under the National Quality Standards, signing in and out procedure, the National Quality Framework, room routines, Educator and other staff qualifications, introduction of Educators/Staff in the room the child will be starting in and Educator/staff and parent communication. Families are also invited to ask any questions or raise any concerns they may have.
- Families are given the Service's Parent/Guardian Policy Handbook to read, and are invited to ask questions and provide feedback or suggestions.
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child.
- Families are informed of the Priority of Access Policy, and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs or Court Orders, will be discussed privately with the Approved Provider/ Nominated Supervisor at this time. We request families begin to fill out enrolment forms, and provide us with background

information so we can accommodate their needs in the Education and Care Service from the first day of their enrolment.

- Should a child speak English as a second language, we request that families provide us with some key words in the language the child speaks at this time so Educators/Staff can assist in meeting the child's needs.
- Families also need to contact the Family Assistance Office (Centrelink) to have their eligibility for Child Care Benefit assessed. If these details are available, we will complete the child's formal enrolment. Should a family still need to access this information, we will complete an informal enrolment until these details are finalised.
- As per our Child Orientation Policy, families will be invited to bring their child into the Education and Care Service at a time that suits them so the child and family can familiarise themselves with the environment.
- Before the child begins their first day with us, the Education and Care Service must have all required documentation for the child. The child will not be accepted into the Service without this being completed.
- On the child's first day:
  - The child and their family are welcomed into the relevant room for the first day.
  - We will ensure all details are finalised, and complete the Orientation Checklist.
  - Other information about our Education and Care Service's enrolment includes:
    - We will try and accommodate families so that children from the same family can attend our Service. This will be carried out in line with our obligations under the Priority of Access Policy.
    - We encourage all families to consider immunising their children. Please see our Immunisation Policy for further information.
    - The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.
    - Families are encouraged to stay as long as they desire and are welcome to visit as often as they wish.

#### **Evaluation:**

- The centre orientation process is smooth and efficient.
- Children settle into a friendly welcoming environment.
- Parents are well informed of the philosophy, policies and routines of the centre.

#### **To minimise the trauma some children feel when starting kindy, Pagewood Kindy recommends the following:**

1. Arrange free orientation visits- These visits are recommended between 9.30 am till 11.30am with parents staying. Here the daily timetable, program, policies and procedures will be discussed.
2. Once enrolled, for the first few days, if possible, parents should arrange to collect their child at approx. 3.30pm. The reason for this is when a new child sees other mothers collecting children they may be anxious for their parent to arrive causing upset.
3. Of course you are most welcome to ring the kindy at any time during the day to see how your child is settling
4. Staff will contact you if they feel your child is having trouble settling.
5. PLEASE MAKE SURE ALL CONTACT NUMBERS ARE KEPT UP TO DATE AT ALL TIMES.
6. We hope you and your child have a positive and happy experience at Pagewood Kindergarten.
7. Remember staff and Management are always willing to discuss any issues or concerns you may have.

## What to Bring?

- **A labelled Small School Bag**
- **A labelled Sheet- Fitted & Flat (Cot Size)- Pillow & Blanket if needed small size too please & any comforters if needed**
- **Milk bottles, labelled (If needed)**
- **Nappies x5 a day, labelled (Max)**
- **Spare clothes - labelled (both summer and winter)**
- **A labelled Dummy (if needed)**
- **A labelled Sun Hat (we do have these for sale at the Kindy if required)**
- **Updated information on your child eg: immunisation or medical certificates when absent**
- **Food (for special requests)**
- **Roll on Sun Screen (with name on it)**

## Sun Protection

It is very important that every child is protected from the sun while playing outside. A Kindy sun hat will be provided as part of your registration fee. Replacement hats will be at a cost of \$5. The hat is to be kept at the centre. Sun cream must be applied before your child comes to the centre, we will reapply before children go outside. It is essential that the centre is informed if your child has an allergy to any sun screens.

## FEES Please see fees policy later on in handbook

Upon enrolment, all parents are asked to pay a once off administration fee (please refer to website for current charge) and a holding deposit (please refer to website for current charge), this is used to secure your child's position, and once this payment is made this automatically means a position has been confirmed for your child/children to commence on the date you request on the enrolment form. This deposit is required to secure the position until their child commences and can be used to cover the fees when the child leaves the centre. If the family pays the holding deposit, then decides to withdraw their child within the first 6 weeks, the holding deposit **WILL NOT BE REFUNDED**, this also applies to withdrawal of any children within the first six weeks of the year and the last six weeks of the year. Throughout the year there is a 4 week notice period which applies.

Please see web site for current daily fee. All fees according to the structure are subject to change at any time without notice and is referring to the maximum full daily fee, therefore a child care benefit (CCB) will apply to reduce the amount depending on the families combined income & eligibility.

Child Care Rebate (CCR) is available to all eligible families irrespective of their income. The Family Assistance Office (FAO) is responsible for the payment of CCB & the CCR. Both these payments can be paid directly to Pagewood Kindergarten and passed onto the parent as a fee reduction. The rate of CCB depends on the estimate of each family's annual taxable income, which is checked at the end of each financial year. At that time, the FAO pays extra CCB to families who were underpaid, or will ask families to repay any amounts that should not have been paid. Alternatively parents can choose to pay full fees and claim the CCB as a lump-sum after the end of the financial year. The CCR is available to all parents or guardians regardless of their income.

This amount can be paid directly to the Centre or you can choose to receive it fortnightly or quarterly into your own account.

Parents are required to apply for CCB and CCR through the FAO prior to their child commencing at the centre. Parents are required to ensure their fees are up to date at all times. Fees must be paid weekly in advance (unless prior arrangements are made). Any parent who is one week or more in arrears may jeopardize their child's position within the centre.

### **How are fees paid?**

Fees are paid strictly on a fortnightly basis always two weeks in advance, unless other arrangements are made with the office. Parents can pay either by Credit Card or EFTPOS facilities in the office or cheque or cash via the fees box. Fee envelopes are available in the foyer above the fees box. To ensure the payment is correctly allocated to your child, please note you are responsible for including the following information on the outside of your child's envelope the following information. We also have direct debit authority forms, where fees are deducted fortnightly using credit card details. Please see Management if you wish to set this up. Direct payments into the bank are allowed, through electronic transfer or over the net. Our account details are:

**Agosue Pty Ltd**  
**T/as Pagewood Kindergarten**  
**BSB: 112-879**  
**Acct: 491 180 050**

\*Please ensure that the reference is the child's first initial and surname. (For example: S. Thompson). If you have any questions or concerns, please see one of our friendly staff at the Centre or phone Sue on 0402 476 381.

\*\*\* Fees are still payable if a child is sick or on holidays. Lieu days are NOT available for these absences\*\*\*

### **Late fees**

If a child is collected from the centre after 6:00pm, a late fee of \$15:00 per 15 minutes will be charged on top of the normal weekly rate.

### **Outstanding Accounts**

If accounts remain outstanding and need to be recovered by a Debt Collection Agency, parents will be required to pay the fee of this service.

### **Withdrawal Procedures**

If a child leaves the centre for any reason, at least six weeks' notice must be given (at the beginning and end of the year and a minimum of four weeks during the year). Notice MUST be given to the office. Failure to notify will result in payment of these four weeks, regardless of the child's attendance. If parents wish to decrease their child's days, four weeks' notice must also be given.

Children's accounts must be closed on the last day the child is physically there.

The end date (ENTERED) must be the last day the child is physically at the centre. An adjustment on the child's account must then be made for parents to pay any remaining fees as the family is not entitled to any child care benefits for the last two weeks, if the child does not attend and will be charged full fees (\$65) for each day booked.

Public Holidays must be recorded as 'Absent Days' when marking the roll at the end of the week, and all children must individually be marked as absent. If your child is enrolled in the Centre on any Public Holiday we are happy to allow days in lieu, if there are any vacancies. This MUST be arranged with the Centre prior to the Public Holiday occurring.

If a child is absent parents must then sign next to the 'absent comment' displayed on the roll, on the following day booked.

Parents are required to inform the centre if their child is absent for any reason. If a child is absent for a period of two weeks without notifying the centre, their position will be filled. To avoid the cancellation of your Child Care Benefit, your child must attend the last day of their notice period or if this is impossible due to your child is sick, a Doctor's Certificate must be provided up until the late date (this is a centrelink requirement for the approval of CCB%).

### **Allowable Absences**

Child Care Benefit will be paid for a maximum of 42 absences per child per financial year. If a child has more than the allowable 42 days, then for any further absent days parents will be required to pay full fees. If a child is sick then a Doctor's Certificate stating the illness and period of sickness is required. Any other absences including family holidays will count towards the 42 day limit.

### **ACCREDITATION**

In December 2009, all Australian Governments agreed to a new National Quality Framework for Early Childhood Education and Care. This means that all of our children here at Pagewood Kindergarten get the best possible start in life through high quality early childhood education and care.

The National Quality Framework includes:

- a national legislative framework that consists of the Education and Care Services National Law and Education and Care Services National Regulations
- a National Quality Standard
- an assessment and rating system
- a regulatory authority in each state and territory who will have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard.
- the Australian Children's Education and Care Quality Authority (ACECQA).
- ACECQA, the new national body is responsible for providing oversight of the new system and ensuring consistency of approach

Accreditation is a form of self study and improvements register and parent feedback is an important part of this self study. One way to do this is to ask our parents to fill in questionnaires and/or make comments about the centre, its staff and the programs. These are used as a guide to make continued improvements to our centre. In 2012 we were assessed under the National Quality Framework with a working towards rating. Since this time many changes and improvements have been implemented the most important being the employment of a full time Early Childhood Teacher and 3 experienced Diploma trained educators.

Here at Pagewood Kindy we are obliged to follow certain guidelines eg. Priority of Access, this enables families with the most urgent need to have priority over others, a high priority may be a family with a single parent who works.

We ask also for any volunteers who may be interested in joining our Accreditation Committee to discuss strategies in making improvements to our service.

*(Sourced: Australian Children's Education & Care Quality authority(ACECQA)*

### **Centre's Policies and Philosophies**

Pagewood Kindergarten has written policies and procedures on reduced bias & diversity, communication with children, exclusion of children during outbreaks, minimising & storage of toxic products, safety checks & maintenance of buildings and equipment, child protection, health & safety, guiding children's behaviour, toilet training, dental care, hygiene, safety and well being of each child just to name a few. We invite you to read them at your leisure. The Family Handbook/Policies can be found within the centre foyer at any time, however for the

consideration of other families, please do not take home. If you would like copies of any policies, please don't hesitate to ask. Pagewood Kindergarten reviews its philosophy, policies and procedures at least annually and we invite family feedback at any time.

### **Centre Philosophy and Statement**

The centre prides itself on providing high quality, Non-institutional child care and education by offering highly trained and qualified staff. To the best of our ability Pagewood Kindergarten is committed to providing a service that reflects the needs of children, their parents and the community. Our philosophy supports the various physical, economic, social, cultural and linguistically diverse families. We believe in developing in each child the knowledge that they are unique and individual and that their special abilities, interests and backgrounds are a very important contribution to the community.

Our centre offers a safe home-like environment, which supports the individual needs of families based on open communication and provides an anti-bias curriculum, which is challenging, stimulating and educationally sound for the children.

During the first 5 years, young children acquire values and attitudes towards themselves, their friends, families and society that grow with them into the future. This belief is met by the centre providing a healthy, safe and loving environment, and the security necessary for the development of positive relationships in which all are listened to and respected.

We provide educators who are highly motivated, loving, caring and qualified to care for your child. The staff are a valued team, who work together to create an atmosphere of friendliness and warmth. We aim to achieve this by having mutual respect for other staff members, whilst having regular meeting times in order to maintain effective communication and harmony. Staff show leadership skills which are further enhanced through ongoing training in both personal and professional development.

Open communication between families, staff, children and the community is considered vital for the effective operation of the centre. This is achieved through 1:1 verbal contact with staff and management, written communication, regular notifications via the parent portal, and special parent meetings.

The Early Years Learning Framework (EYLF) is unplanned and not predictable; rather it is spontaneous and negotiable. It is based on each individual child's interests and activities. We at Pagewood Kindy believe that children learn through stimulating, challenging and creative play. The staff realise through the EYLF the impact we have on children's lives, and how beneficial our interactions may be. "Children need time and personal space in which to grow. They need time to be themselves - to do nothing, to stand and watch, to repeat what they did before - in short; they need time to live in their childhood rather than through it. If we offer this, we teach rich and appropriate learning opportunities combined with enough time for them to enjoy and experience those opportunities to the fullest, we will be enhancing that era of childhood, not violating it." *(Hendrick 1998)*

We provide the basic needs of all children, in order to maintain comfort, hygiene and happiness. The educators achieve this by implementing a flexible daily routine, fostering independence within all children. The Centre provides a rotating menu plan catering for individual / cultural preferences, and may include foods from various countries. We believe it is vital that all children from receive the correct daily nutritional requirements in order to maintain healthy growth and development.

The centre is committed to developing the capacities of each child within its care. These capacities are taken to include those for cultural, emotional, physical, intellectual, communicative and social development.

In order to fulfil this commitment the centre's operation is based on the following principles (*derived from the Australian Early Childhood Association's Code of Ethics*):

- That the early childhood years are a unique and valuable stage of life and that each phase within this stage is important in its own right.
- That the well being, uniqueness of and potential for each child is of fundamental importance, especially taking into account the critical impact of self esteem on a child's development.
- That children are entitled to safe, healthy environments that enhance their autonomy, initiative and self worth.
- That children should not be discriminated against on the basis of gender, age, ability, race, religion, language, culture or national origin.
- That the worth of the cultural and linguistic diversity that children and their families bring to the centre is acknowledged and valued.
- That children learn through play and each child's right to play is honoured in the acknowledgment of the major contribution play makes to child development.
- That the centre and staff respect and complement the special relationship between children and their families and incorporate this perspective in all interactions with children.

**The centre's program is based on Early Years Learning Framework (EYLF) as such:-**

- Sound knowledge of each child's developmental capacity and interests.
- The enhancement of each child's strengths, competencies, self- esteem, interests and emerging skills.
- The development of positive interactions for children, where they learn to balance their own rights, needs and feelings with those of others.
- Professional knowledge, research and theories.

### **Child and Educators/Staff Immunisation Policy**

#### **Aim**

#### **Immunisation Policy**

**Quality Area 2: Children's health and safety**

**Standard 2.1** Each child's health is promoted.

**Standard 2.2** Healthy eating and physical activity are embedded in the program for children.

**Standard 2.3** Each child is protected.

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- Immunisation helps to reduce the incidence of childhood infectious diseases now and in the future. Upon enrolment, the child's original 'Immunisation Record' issued by the Australian Childhood Immunisation Register will be sighted and a copy obtained by an Educator to ensure that their immunisation is up to date.
  - Upon enrolment, all families will be required to provide a copy of their child's immunisation details to the Service's management. Families can obtain a copy of their child's immunisation records through Medicare or by calling the Australian Childhood Immunisation Register on 1800 653 809.
  - A child is unable to enroll into the service unless approved documentation has been provided that shows the child: is fully vaccinated for their age, or; has a medical reason not to be vaccinated. This centre will not accept a parent/guardian being a conscientious objector to vaccination or; is on a recognised catch-up schedule if the child has fallen behind with their vaccinations.
  - Approved documentation of immunisation status includes;
  - An ACIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations; or
  - A Medicare Immunisation Exemption - Medical Contraindication Form (IMMU11) which has been certified by an immunisation provider

- Families will be required to bring in an updated copy of their child's current immunisation record every 6 months. The service will distribute quarterly reminders to families, reminding them to keep their child's immunisation status current.
- If and when an outbreak of an immunise-able infectious disease occurs, all families will be made aware of the outbreak.
- Any child who is not immunised (for the reason of health) will be excluded from the Service if and when an outbreak of an immunise-able infectious disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised and the Immunisation record not provided to the Service - the child would be viewed as not being immunised.
- Families who do not have their child immunised, or have out-of-date immunisation records, may not be entitled to Child Care Benefit, or may have their benefit cancelled. This is not a decision made by the Service.
- All staff members are encouraged to keep up to date with their immunisations. The Service requires a declaration from staff members on their immunisation status and will be treated the same way as a child who is not immunised if an infectious disease is detected within the Service..
- Management will maintain a current record of vaccination status of all employees. All information will be kept confidential.
- Information will be regularly provided to employees and families on vaccine-preventable diseases.
- Staff members who fall pregnant are advised to visit their GP immediately and have a test for Cytomegalovirus (CMV) to check their immunity. Any pregnant staff member who is at a heightened risk will be require not to change nappies and double glove when coming into contact with any body fluids, especially saliva.
- Employees will:
  - Provide proof of current immunisation status.
  - Actively seek immunisation for all diseases currently on the vaccinations schedule if not already immunised or unsure of status.
  - Actively seek immunisation for all other recommended diseases, e.g. Hepatitis- A & C, HIB, annual Flu (influenza) Vaccination and Whooping Cough.
  - Maintain current immunisation status.
- Families will be reminded of this policy on enrolment and throughout the year, a minimum of 4 times.
- This policy was made with consideration to 'Staying Healthy in Childcare' Fifth Edition Highlighted Exclusion Section and updated Immunisation legislation in child care services; <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+127+2010+cd+0+N>  
[http://www.health.nsw.gov.au/immunisation/pages/childcare\\_qa.aspx#1](http://www.health.nsw.gov.au/immunisation/pages/childcare_qa.aspx#1)  
<http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register>
- The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.

Recommended Immunisation Schedule (0-4 years)	
<u>Age</u>	<u>Disease Immunised Against</u>
Birth	Hepatitis B
2 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B Haemophilus Influenza type b (Hib) Polio Pneumococcal disease
4 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B Haemophilus Influenza type b (Hib)

	Polio Pneumococcal disease
6 Months	Diphtheria - Tetanus- Whooping Cough Hepatitis B - or at 12 months Haemophilus Influenza type b (Hib) May be given depending on vaccine type Polio Pneumococcal disease
12 Months	Hepatitis B - or at 6 months Haemophilus Influenza type b (Hib) Measles - Mumps - Rubella Meningococcal C disease
18 Months	Chickenpox
4 Years	Diphtheria - Tetanus - Whooping Cough Measles- Mumps - Rubella Polio

## **Medication Policy**

### **Aim**

Pagewood Kindergarten aim is to facilitate effective care and health management of children who are taking medication for health problems, prevention and management of acute episodes of illness or medical emergencies by the safe administration of medication and compliance with the regulations

### **Legislative Requirements**

Poisons and Therapeutic Goods Act 1996 (NSW); Public Health Act 1991; Occupational Health and Safety Act 2000;

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

National Quality Standards 2011

Public Health Act (Amendment) 1992; Occupational Health and Safety Act 2000 and regulations 2001(NSW);

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

### **Who is affected by this policy**

Child

Staff

Educators

Families

Management

### **Implementation**

At times, centre staff is asked to take the responsibility of administering medication. The following procedures are to be followed at all times:

- No medication will be administered to a child unless prescribed by a medical practitioner. If the medication is an over-the-counter drug including Homeopathic, Naturopathic, it must be accompanied with a letter from a medical practitioner stating the child's name, the dose required and the period for which this dose is required.

- No medication will be administered to a child unless presented at the centre in the container in which it was dispensed. Staff will not administer unlabelled medication.
- Written consent will be required by the parent/guardian/authorised nominee before medication will be dispensed to a child
- Two educators/staff members at all times will check the medication and dosage and sign the medication Authority Form once the medication has been administered.
- Short Term Medications.
  - This applies to medications that are only prescribed for a short period of time. Parents are to complete a Medication Authority Form when requesting that medication be given. The form is to include the child's name, plus the identification, purpose and dosage of medication and the name of the prescribing doctor. This form is to be completed every day that the medication is required for each medication.
- Long Term Medications.
  - This applies to medications that may be prescribed for administration over a prolonged period on a regular basis, e.g. asthma preventatives. Parents are to complete a Long Term Medication Authority Form when requesting that medication be given accompanied with a letter from the doctor which outlines the health condition being treated, the purpose of the medication, instructions on its administration, side effects to monitor for, and an emergency or first aid care plan if relevant. This form must be renewed every six months or if there is any change to the medication, e.g. dosage to be given.
- All Medication Authority form will be kept in a secure and confidential file until the child turns 25 years of age.
- All medication will be securely stored in a locked cupboard, should the medications require refrigeration, it will be placed at the back of the refrigerator on the top shelf, in a childproof container.
- If there is a disagreement between family members, including between custodial and a non custodial, Department of Support Services will be contacted for advice. No medication will be given until advice has been obtained by Department of Support Services.
- Medication will not be given if these guidelines are not followed.

\*\*\*Medications of any form must not be left in your child's bag\*\*\*

### **When should you keep your child at home?**

Temperatures; loose bowel movements; thick runny noses; coughing; restless nights etc. are all indicative that your child is unwell. All parents and caregivers have the responsibility, not only to their own children, but also to all other children and staff at the centre to keep their children home when they are sick. The close proximity of children and staff within the centre makes the risk of cross infection very high. We emphasise that we need all of the parent's co-operation to keep illnesses to a minimum. If your child is not well, please keep them at home.

We ask that you remember that the welfare and safety of all children in our child care centre is our utmost responsibility. This means that we cannot receive a sick child at the centre and you should ensure you have contingency arrangements should this occur.

### **IN THE EVENT OF AN EMERGENCY**

If in the event of an emergency, where a child's temperature reaches over 38 degrees and the parents/guardians are not able to be reached, all efforts will be made to firstly reduce the temperature via

tepid bathing, cold drinks, cooling down etc. If the child's temperature continues to increase after all possible efforts are exhausted (and parents still cannot be reached), the director will administer "Children's Panadol" according to dosage directions printed on product (2 yrs-7.5mls, 3 yrs-9mls, 4/5yrs-10 mls).

Parents will be informed upon arrival to the centre, of the events that took place and of the Director's decision to administer Panadol to their child. Parents will be reminded of their authorisation (on the enrolment form) for the use of Panadol in an emergency situation and will be asked to sign an acknowledgement of the events that took place.

If a child is showing signs of an asthma attack i.e. Very short of breath, gasping for air, or appears to have breathing difficulties and the parent can not be reached/contacted, the director will administer 4 puffs of emergency ventolin (according to the 4 step asthma plan). The parent will be informed of the events that took place upon arrival to the centre and will be asked to sign an acknowledgement of the medication administered to their child in an emergency.

## **Control of Infectious Diseases Policy**

### **Quality Area 2: Children's health and safety**

**Standard 2.1** Each child's health is promoted.

**Standard 2.2** Healthy eating and physical activity are embedded in the program for children.

**Standard 2.3** Each child is protected.

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The control of infectious diseases is a team effort. The following will be of assistance in reducing cross infection:

Children are not to attend the Service if they are unwell. If a child has been sick they must be well for 24hrs before returning to the service. For example, if a child is absent due to illness or is sent home due to illness they will be unable to attend the next day as a minimum. A doctors certificate may be requested by the Director if in doubt that the child has returned to full health

A register of illness will be kept at the service to document incidents of infectious diseases. Some diseases require your state authority to be notified. Details at the end of this policy - See Notifiable Diseases

Notice of an outbreak of an infectious disease will be posted / or information emailed to advise all parents/guardians

A display of the current immunisation dates, times and locations that the Service has available will be shown in the Service.

It is the responsibility of the family to keep the Service informed of any immunisation updates that their child has had.

Children and staff are to wash their hands upon arrival at and departure from the Service to reduce the spread of any infection, either in the home or at the Service

Educators are to wash their hands after changing nappies (as well as wearing a clean pair of gloves per nappy change procedure) or after assisting a child on the toilet. Gloves will also be worn when coming into contact with any other bodily fluid plus hands are to be washed after gloves are removed.

Children will be reminded and assisted where necessary to wash their hands after going to the toilet. Children will be shown, and observed, for correct hand washing techniques. Teachers are to role model appropriate hand washing.

Child friendly picture signs will be evident in the bathroom showing the children the correct toileting procedure

Tables are cleaned after each meal

It is requested that each child brings their own Clean sheets (please ensure that they are enclosed in separate bag. If a child does not provide their own bedding, then the centre will provide for the child and laundered after use.

Children will rest 'head to toe' to avoid cross infection while resting or asleep

Children are not to share beds at the same time

Cloths are colour coded so that a separate cloth is used for floors, bathroom, art and craft and meal surfaces.

Toys and equipment that are porous and hard to clean will be aired in sunlight

Washable toys and equipment will be washed in detergent and hot water in the laundry and aired to dry

Any toy that is mouthed by a child is to be placed immediately in the toys basket located on top of shelf located outside the bathroom area. Ensure the lid is properly secured at all times. These toys are to be washed with warm soapy water at the end of the day. All washable toys are to be washed on Friday to decrease the risk of cross contamination.

All play dough is to be made fresh every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease play dough is to be discarded at the end of each day and a new batch made during this time. Children are to wash their hands before and after using the play dough.

A "Dummy Basket" is located in the kitchen. The centre requires all children that use a dummy to give the dummy to an educator for it to be placed in the container, please ensure that a small zip locked plastic bag or a protector with the child's name clearly stated is included to reduce the risk of cross contamination.

All cleaning procedures will be recorded on the Service's Cleaning Checklist.

Furnishings, fabric tablecloths and pillowcases are to be laundered at the end of each week and hung out to dry. This will be increased to every Monday, Wednesday and Friday during winter months or during an outbreak of illness in the Service.

Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day

Toilets/bathrooms are to be disinfected in the middle of the day, the end of the day and whenever needed throughout the day.

Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.

Our Service is 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:

- Runny, green nose

- High temperature

- Diarrhoea

- Red, swollen or discharging eyes

- Vomiting

- Rashes

- Irritability, unusually tired or lethargic

Please do not bring your child to the centre 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 collection of the child. If the child is unable to be collected, that child will be kept away from other children and given the opportunity to rest or play with a quiet washable activity whilst remaining within adult supervision

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.

A Doctors certificate may be required prior to returning to the Service. 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.

All staff must adhere to the following in order to ensure a safe hygienic environment for all:

Educators are to treat all bodily fluids as infectious and protect themselves, and others, accordingly to avoid risk of infection

Mops used for toilet accidents (green bucket and green mop) are to be soaked in disinfectant in a bucket in the laundry sink. Mop must be left out over night for airing on each Friday.

Educators will include topics such as cough etiquette in their programming, particularly during pre-winter and winter seasons to educate the children on their role and responsibility in containing germs.

A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service

Children and Educators will be required to wash their hands before handling any food. If Educators are handling food other than their own, gloves will be worn.

Please note that clothes soiled due to a toileting accident cannot be washed at the Service due to the risk of spreading infections. The items will be placed in a double plastic bag for you to take home. Please ensure that you provide sufficient spare clothing, particularly if your child is toilet training.

Paper towel will be placed under each child prior to a nappy change. Once the nappy has been changed the child's hands will be washed, the dirty nappy gloves and paper towel disposed of and the nappy surface cleaned with detergent/disinfectant and water. The Educator will then wash their hands.

The nappy changing surface will be washed with detergent and disinfectant using paper towel, in the middle and at the end of each day and air dried in the sun.

If a pregnant staff member develops a rash or has had contact with someone with a potentially infectious rash or rash illness, this should be investigated by their doctor/antenatal team. This would include exposure to rubella (German measles), measles, parvovirus B19 (slapped cheek syndrome/fifth disease). It also includes exposure to chickenpox or shingles if the pregnant woman has not had chickenpox previously.

Pregnant staff will not change nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination

Recommended Minimum Exclusion Periods - Staying Healthy 5th Edition 2013

[https://www.nhmrc.gov.au/\\_files\\_nhmrc/publications/attachments/ch55e\\_exclusion\\_period\\_poster\\_130701.pdf](https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55e_exclusion_period_poster_130701.pdf)

Notification of Infectious Diseases -

Infectious Diseases notification should be directed to the State Public Health Unit. In NSW calling 1300 066 055 will direct you to your local Public Health Unit.

Notification Process - <http://www.health.nsw.gov.au/Infectious/Pages/notification.aspx#schools>

It is important to note that some infectious diseases must be reported immediately upon discovery so please check the fact sheets for the relevant disease.

<http://www.health.nsw.gov.au/Infectious/factsheets/Pages/default.aspx>

The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.

### **Recommended Minimum Periods of Exclusion from Child Care Centres and Pre Schools of Infectious Diseases Cases and Contacts.**

Condition	Exclusion of cases from the Centre	Exclusion of Contacts
Campylobacter	Exclude until diarrhoea has ceased	Not excluded
Chicken Pox	Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection, otherwise not excluded. (Pregnant women should seek medical advice).
Cold sores (herpes simplex)	Not excluded. Lesions to be covered by dressing, where possible. Carers with cold sores should not look after babies younger than two.	Not excluded.
Common Cold	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.

Condition	Exclusion of cases from the Centre	Exclusion of Contacts
Cytomegalovirus (CMV)	Not excluded	Not excluded (Pregnant women should seek medical advice)
Diarrhoea (Rotavirus, campylobacter, cryptosporidium, shigella, salmonella, etc, see also Giardia).	Exclude until diarrhoea has ceased. (Campylobacter and shigella may require antibiotic treatment; advice may be obtained from the local health unit).	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the last at least 72 hours after stopping antibiotics.	Exclude family/household contact until cleared to return by an appropriate health authority.
Giardia	Excluded until treatment given and diarrhoea has ceased	Not excluded (stool testing suggested if contact has diarrhoea).
Glandular Fever (mononucleosis)	Not excluded	Not excluded.
Flu (continual cough, and sneezing)	Exclude until child is well.	Not excluded
Haemophilus influenza type B (HIB)	Exclude until medical certificate of recovery is reserved.	Not excluded (contact local Public Health Unit regarding need for preventative antibiotics for family and child care contacts).
Hand, foot and mouth disease	Until blisters have dried.	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Not excluded	Not excluded.
Hepatitis C	Not excluded	Not excluded
Human Immuno-Deficiency Virus Infection (HIV/AIDS Virus)	Exclusion is not necessary unless the child has a secondary infection	Not excluded
Impetigo (school sores)	Excluded until appropriate treatment has commenced. Sores on exposed surface must be covered with a watertight dressing.	Not excluded.
Influenza	During influenza outbreaks, exclude for five days after start of symptoms.	Not excluded.
Leprosy	Exclude until approval to return has been give by an appropriate health authority.	Not excluded.
Measles	Exclude for at least four days after the onset of rash.	Immunised contact not excluded. Unimmunised contacts are to be immunised within 72 hours of contact with a case, or they will be excluded for the duration of the outbreak as determined by the public health unit.
Meningitis (bacterial)	Exclude until well.	Not excluded.

Condition	Exclusion of cases from the Centre	Exclusion of Contacts
Meningococcal infection	Exclude until well (until adequate carrier eradication therapy has been completed..	Not excluded (Contact local Public Health Unit regarding need for preventative antibiotics for family and child care contacts).
Molluscum Contagiosum	Exclusion not necessary	Not excluded
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner).	Not excluded.
Parovirus (Slapped Face Disease)	Exclude until a clearance/medical certificate from a doctor is received.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery. Re-admit the day after appropriate treatment has commenced.	Not excluded.
Ringworm, (tinea), scabies, pediculosis (head lice), trachoma	Exclusion of cases from the Centre. Re-admit the day after appropriate treatment has commenced.	Not excluded (it may be advisable for all household contacts to be treated at the same time as the case)
Roseola	Not excluded	Not excluded
Rubella (German Measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded (Pregnant women should seek medical advice)
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.	Not excluded.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.	Not excluded.
Typhoid and Paratyphoid Fever	Exclude until production of a medical certificate of recovery.	Not excluded.
Whooping Cough	Exclude the child for five days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 14 day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics.

### **Meals / Nutrition Policy**

**Aim:** To ensure that children's dietary requirements are met at all times. Staff will offer assistance to parents and ensure information is accessible to them regarding the nutritious needs of children.

### **Strategies:**

All meals are provided for the children throughout the day, consisting of appropriate daily nutritional requirements. All food is of high quality and prepared to meet the children's needs. Please inform staff of any special diets or food allergies that your child may have.

For children arriving prior to 8:00am, a breakfast of toast or cereal will be provided. However we encourage parents to take time to feed their children breakfast at home as it is a very important part of the child's day.

Morning tea and afternoon tea offer the children a wide variety, including biscuits, cheeses, cake, slices and fruit as well as a selection of drinks including milk, juice or water.

Lunch often consists of variety of mixed sandwiches, desert as well as a drink of water. The centre caters for children's likes and dislikes as well as incorporating into the menus, a multicultural and seasonal essence. Weekly menus are displayed in each the classroom for the parents to view. At the end of each day, parents are informed of their child's eating patterns via the communication charts.

Late afternoon tea is provided for those children whose parents are working and are collected late in day. This often consists of something simple to tide the children over until dinner.

Please let centre staff know if you have any ideas or suggestions for the weekly menus.

**Staff will assist children in receiving a safe and nutritious diet by:**

- Providing children with at least 50% of their daily-recommended dietary intake of nutrients in the form of safe and appetizing foods from the five food groups.
- Milk will be served daily; all dairy products will be lite cream.
- Only soymilks that are fortified with calcium will be used as a substitute for cow's milk.
- Special care must be taken in hot weather that the fluid intake is more than adequate.
- Drinking water is available for children at all times throughout the day, with a drink station both indoors and outdoors.
- If children have not eaten their main lunch, they may still receive fruit/dessert.
- Parents will be advised when the child is not eating well.
- When children are on special diets, the parent will be asked to provide a copy of the diet from the dietician.
- Children will wash hands before handling food or eating meals and snacks.

**Staff will provide an eating environment that assists the transition of family and multicultural values by:**

- Staff members should sit with the children at meal times.
- Food is never to be used as a form of punishment by either its provision or denial.
- Multicultural differences will be recognised and accepted.
- Food awareness activities and cooking will be chosen from a variety of cultures and children have the opportunity for hands on experience in food preparation.
- Special occasions may be celebrated with culturally appropriate foods.
- To ensure that meals and snacks are consumed in a relaxed manner as social eating.

**Staff will teach children about food and nutrition by:**

- Food awareness activities will be included in the teaching program.
- Children will be encouraged to have practical experience in food preparation.
- The foods being eaten by the children will be discussed with them, so they become familiar with their nutritional aspects.
- Staff will encourage the use of tongs to select desired foods.

**Parents will be encouraged to provide:**

- We encourage families to help children be part of a "Health Trend" by sending in a piece of fresh fruit daily to be chopped and shared.
- A multi-cultural morning tea will be programmed for throughout the year, where parents are asked to provide one dish of their choice as parent involvement into the menu.

### **Birthdays and Special Occasions:**

- Cakes brought in to the centre need to be accompanied by a listing of ingredients, so staff can check and provide alternatives for children with allergies or dietary requirements.
- Birthdays are very important in a child's life and we like to make them enjoyable for the children. Please feel free to send along a cake for your child's birthday, so they can celebrate with their friends. (Please see Birthday Cake/Food sent in from Home Policy). A separate cup cake may be supplied or Kindy wooden cake is to be used when blowing out candles.
- We are conscious of the danger of nut allergies and as such all nuts or foods with nut traces are banned from being brought in to the centre.
- We'll also take photos if you send along a camera.

### **Evaluation:**

1. Children are provided with nutritious meals each day whilst at the centre.
2. Children become aware of and try different types of food from different cultures.
3. Foods are prepared, stored and handled in a Hygienic manner.
4. Meal times are pleasant occasions.

### **Children's Clothing and Belongings Policy**

**Aim:** To ensure that children are suitably dressed to participate in all the activities of the centre and proper care of children's belongings.

**Strategies:** Items of clothing should be labelled with your child's name. An artline pen is a good waterproof marker for this purpose. Staff and management respect each child's and families' clothing preferences including cultural clothing. However, the following is a guideline for families regarding suitable clothing for play experiences, both indoors and outdoors:

- Old clothes are preferable as children may become involved in messy activities and some staining may occur
- It is requested that the child always have a change of clothing in his/her bag, for accidents
- Broad brimmed hat
- Please ensure that your child has covered-in shoes. Thongs or clogs are inappropriate to wear at the kindy, as they are considered very dangerous when children climb, run and play outside.
- Please label all clothing and items with you children's name.
- Parents are requested to leave children's toys and items of value at home, other than a security/soft toy for rest time.
- Unnamed items of clothing are placed in our lost property bin, visible to all parents in the front foyer. Any items not claimed are kept and stored for 3 months and then used as spares or given to charity.
- As we are fostering, self-help skills, we encourage families not to send your child in overalls, or belts. They can be too cumbersome to get off when in a hurry to get to the toilet
- Parents are encouraged to dress children in clothes for the centre to allow comfortable free play, and ability to join in all activities including messy play such as painting and water play. Parents are requested to dress children in clothing that helps promote self-help skills i.e. easy to manage clothing, such as loose fitting pants to easily pull up and down. (Please note: - Overalls are a little too difficult for a toddler in training to manage.)
- Staff will encourage children to remove excess clothing during sleep time i.e. Jumpers, jackets and shoes to allow for a more comfortable rest period.
- Parents are not to leave umbrellas at the centre, as these can be dangerous around the children.
- Parents are requested to leave children's jewellery and slipper type shoes at home (eg. Thongs or backless shoes) as these can be dangerous and get caught on equipment. Closed shoes or sandals are recommended at the centre.
- Each child is requested to have a Legionnaire hat or bucket hat (purchased at the centre) that protects the face, neck, ears, and crown of the head. This hat is to be clearly labelled and always left at the centre. The hat will be stored on the child's individual hat pocket on the hat rack.
- Staff will encourage the use of protective aprons when children are engaging in messy play.

### **Evaluation**

- Children's belongings are labelled and clearly identifiable.
- Children are adequately dressed.
- Children always have spare clothes to change into.

(Sourced: Randwick Tafe Training and Cancer Council)

### **Anti-Bias and Inclusion Policy**

**Aim:** To enable children to explore similarities and differences that occur within themselves, their families, their friends and their teachers. As well as provide an anti-bias curriculum which allows children to develop skills for identifying and countering the negative impact of bias on themselves and their friends. This includes developing an awareness of several important issues:

- aboriginal awareness
- multicultural awareness
- no sexism/gender issues
- cross cultural awareness

The Centre endorses the concept of a cross cultural and non-discriminatory curriculum and believes that this perspective should be implemented throughout all Centre programs. Believing that educational programs must support the child's self-esteem and pride in family, community, ethnic and linguistic heritage.

It is imperative that each and every child within the centre is respected as a valued individual. In order to maintain equality and value, the following is implemented:

The staff is aware of all anti-bias procedures and practices. Further information is obtained through in-service training and relevant readings and resources.

Staff is able to recognise and further develop the following attributes in the children at the centre:-

- Recognise the beauty, value and contribution of each child
- Foster high self esteem and positive self concept in all children
- Show and develop respect for all children regardless of gender, cultural background or age
- Encourage children to participate in all activities regardless of gender
- An awareness of family backgrounds of other children within the centre

### **Strategies:**

Appropriate learning experiences will include:-

- Teaching children about their own family background
- Introducing children to family backgrounds and cultures of other children within the centre
- Helping children live happily and co-operatively in a diverse world
- Encouraging children to respect others
- Helping children to become members of large diverse groups
- Developing critical thinking skills in each child, especially regarding stereotyping and discrimination
- For further information call Sups on 95403011.
- All children with additional needs are included in the program and support services are contacted.
- Each worker undertakes to implement a cross-cultural, anti-discriminatory perspective to the curriculum, encouraging positive attitudes towards gender equity and the provision of equal opportunity for all.
- Each worker acknowledges and respects the beliefs and feelings of the many cultures represented within the community and their expectations with regards to their children's upbringing and education.
- Each worker seeks awareness of his/her own feelings, beliefs, and backgrounds, and evaluates the effects these may have on attitudes and interactions.
- The physical environment of the Centre and its programs (including: focus and direction, spontaneous learning opportunities and group activities) reflect its commitment to a cross-cultural and non-discriminatory perspective.

- The program is recorded, so that parents and visitors can become aware of its objective and implementation. It is regularly assessed and evaluated against its objectives.
- The program is developmentally based and relevant to children's life experiences, interests and social skills.
- Multicultural experiences, events, linguistic levels and interests are documented so children are able to revisit.
- Preparation of a culturally and experientially broad learning environment, which allows children to discover differences and similarities in readily apparent concrete ways.
- Development of a broad cultural and non-biased perspective - which challenges stereotyping and discriminatory behaviours and encourages peaceful, just and equitable co-operation in all areas of the program.
- Children whose developing attitudes are influenced towards a positive view of diversity will acquire:
  - \* An expanded awareness of others
  - \* A greater capacity to communicate
  - \* An increased willingness and ability to co-operate
  - \* A growing sense of social responsibility
  - \* A high level of personal confidence and self-esteem.

### A Multicultural Perspective

<b>Is</b>	<b>Is Not</b>
A positive attitude toward diversity	Getting children to 'fit in' Trying to get rid of difference A view of other cultures as deprived Viewing difference as deficit
Acceptance that there is no one right way	A view that our way is the right way
Focus on similarities and commonalities as well as differences	"colour-blindness"
Moving beyond differences to look at attitudes towards differences	Looking superficially at differences without asking why
Acknowledgement of bias and prejudice in self and others	Denial of prejudice
Helping children to recognise racism and discrimination and work effectively against them	Assuming that children are too young to see racism and discrimination and counter them
Pervasive throughout the life or the Centre	A "tourist curriculum" something tacked on, something extra
Present all the time	Present only at specific times just for children from minority cultures
Enriching and fun	a problem to be solved
Incorporating a variety of aspects of diverse cultures	"doing" a culture or country
Natural incorporation of other cultures	Making a fuss over experiences and materials from other cultures

Sensitive and meaningful treatment of diversity and aspects of other cultures

Focusing on the obvious, "exotica" without dressing

Attention to language as part of culture

Treating language or culture in isolation

Acknowledging and incorporating the cultural and linguistic backgrounds of staff and families

Just a matter of having people from other cultures in the centre

Putting a priority on developmental appropriateness

Sacrificing or compromising developmental appropriateness for the sake of being "multicultural"

Encompassing families and community

Just a set of activities for children

Drawing on experiences from the daily lives of the people in the community

Attention to times long ago and places far away

It also includes staff, parents and children becoming aware of certain elements of an anti-bias approach:

- awareness of acceptance
- having access to relevant services
- incorporating home language into the day
- having bi-lingual staff, visitors or volunteers
- utilising staff development opportunities
- there is no one right way
- it involves a partnership with families
- become a part of our program
- it involves celebrating festivals and special days other than traditional Anglo-Australian

#### **Evaluation:**

Staff will endorse a cross cultural and non-discriminatory curriculum and implement this throughout all Centre programs.

#### **Dental Care Policy**

##### **Aim**

Pagewood Kindergarten aim is to establish and reinforce good dental health practices for each child. The centre will provide a learning environment that raises dental health awareness, and supports the development of valuable life skills and habits for children and families

##### Legislative Requirements

Education and Care Services National Regulations 2011

Public Health Act (Amendment) 1992; Occupational Health and Safety Act 2000 & Occupational Health & Safety Regulations 2001(NSW)

##### **Who is affected by this policy**

Child

Parents

Educators

Management

Families

##### **Implementation**

- Arrangements are made for dental health professionals to visit the centre to talk with staff, children and/or families about dental health.
- The centre liaises with families to establish dental health practices that are workable at home and at the centre.
- The centre systematically incorporates information on dental health practices into the children's program, including tooth brushing, 'tooth friendly' snacks, and going to the dentist.
- The centre will encourage healthy eating habits, and drinking water to quench thirst.
- Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack
- Gently clean babies gums and teeth with a clean damp cloth or cotton gauze to remove plaque and milk
- Staff role model good dental health practices.
- The centre will provide information to families on dental health principles relating to different age groups of children, as recommended by recognised health and dental health authorities. Wherever possible this information will be provided in families home languages.
- Report to the family any sign of tooth caries, any accident, injury or suspected injury to teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing
- The centre will be aware of dental first aid.

## **Child Protection Policy**

### **Child Protection Policy**

#### **Quality Area 2: Children's health and safety**

**Standard 2.1:** Each child's health is promoted.

**Standard 2.2:** Healthy eating and physical activity are embedded in the program for children.

**Standard 2.3:** Each child is protected.

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The main objective of the Child Protection policy is ensuring the safety of all children in our care. Pagewood Kindergarten strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children.

The security and safety of children is a prime consideration at all times. If there are any indicators of abuse or neglect, processes will be followed that protect children's rights. We will handle any allegation of harm to children in a confidential manner. Support services and referrals will be offered to families and educators where confidentiality provisions do not prevent this from occurring.

The safety and protection of children in our care is our priority. To ensure this occurs our Educators will:

- The Pagewood Kindergarten will follow the guidelines of the National Framework "Protecting Children is Everyone's Business"
- Staff are to familiarise themselves with the details of the Framework [https://www.coag.gov.au/sites/default/files/child\\_protection\\_framework.pdf](https://www.coag.gov.au/sites/default/files/child_protection_framework.pdf) and [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au) for mandatory reporting and decision tree.
- Australian Institute of Family Studies contains information about the various States and the respective legislation <https://www3.aifs.gov.au/cfca/node/9636> This website outlines the responsibility of a mandatory reporter, the guidelines of reporting, what is the reporting on the two levels of significant risk threshold and the support lines that are available.
- All staff under-go a "Working with Children Check" and employment will be subject to a "Clear Check". This is applicable for all paid staff and management.

- Filling a position urgently, make it clear to him or her that employment is conditional upon the outcome of the Check. Modify the work requirements of the new employee until the Check is completed, for example by limiting duties or providing additional supervision
- Act responsibly as mandatory reporters with no limitation in responsibility due to qualifications.
- Never be left in sole custody of the children
- Educators are also advised to be mindful of their duty of care and responsibility of children in their care, and that other staff members are in visual sight when children are in their care.
- Educators should also tell another staff member when they are leaving an area to change a nappy or take a child to the toilet.
- Act as advocates for children's rights
- Educators will ensure that a child with protection needs are supported within our care environment and will work with child protection professionals to develop a plan for care and development
- Ensure that all children are treated with respect
- Supervise all children
- Work in accordance with the guidelines defined under the Children & Young Persons (Care and Protection Act) 1998
- Work towards gaining each child's respect and building rapport with all children
- Actively listen to children
- Educate and encourage children to tell someone they trust if someone does something they don't like
- The staff at the Service support the families with children with specific protection needs through care, observations and programming

Staff responding to harm will:

- Take into account, and document what parents and children tell them and what they see.
- Record observations and/or conversations accurately and objectively as soon as possible after the incident has occurred.
- Not assume an investigative role and record all observations factually without any editorial comment, suppositions, interpretations, or allegations.
- Consult immediately with the Director who will in turn immediately consult with the nominee.
- Complete a 'Report of Harm' summary and hand over to Nominated Supervisor
- All documentation and information is to be regarded confidential.

The Nominated Supervisor Responding to harm will:

- Inform the nominee if there is an immediate risk to the child, and take action to ensure the safety of the child.

- Seek to gain support for staff engaged in responding to child abuse.
- Report suspected child harm to the appropriate statutory authorities if abuse of any kind is suspected with written evidence of reasons for suspecting.
- DOCS Helpline **133 627** (mandatory reporters line)
- DOCS general public number: 132 111
- Protect the anonymity of staff whom are obliged to report their concerns
- Be aware that authorised Children Services Officers or police officers investigating the allegations may lawfully visit the Centre or child's home, and has the responsibility of informing at least one of the child's parents.
- Seek to gain support for staff engaged in responding to child harm and protection issues.
- Where possible, seek to consult with, and support parents throughout the process. The confidentiality of parents and families will be maintained at all times.
- Staff members are encouraged to keep their professional and personal lives separate, baby-sitting is not permitted so Educators are not compromised as mandatory reporters and to protect themselves from suspicion of abuse.

Risk of Harm is defined as:

- a) The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met.
- b) The parents or other caregivers have not arranged and are unable to or unwilling to arrange for the child or young person to receive necessary medical care.
- c) The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated
- d) The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm
- e) Parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm

This policy was made with consideration to Education Department, Australian Institute of Family Studies, Keep Them Safe, The Working With Children Check, Children & Young Persons (Care and Protection Act) 1998, National Quality Standard, Education and Care Services National Regulation

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## **OPEN DOORS**

### **Policy as follows:**

- O** Our centre is open at all times
- P** Please come and see how we help your child's development
- E** Entry by you anytime is your guarantee of the continuing quality of our working practices and protection for staff and managements reputation
- N** Never use a service where you are not welcome

- D** Don't hesitate to visit us
- O** Our centre is proud of the quality of the care we provide
- O** Our staff is qualified, experienced, trained and talented
- R** Rather than take our word for this
- S** See for yourselves

### **General Information**

Parents are encouraged to make suggestions via the parent suggestion box located in each of the foyers. Parents may like to provide ideas for inclusion in the weekly program or general comments and questions regarding the centre and their child/ren.

If you have any concerns regarding your child's care of the centre in general, please speak with a staff member. Staff is here to provide the best quality care for all children and if parents have concern it is best if it addressed immediately.

Toys, money and items of value are not to be brought to the centre. Staff are unable to take responsibility for such items that children bring to the centre.

To maintain a centre of exceptional quality, staff and parents are required to adhere to certain policies and procedures. These policies are on display in the main foyer.

If your child is absent from the centre for any reason, parents are asked to phone the centre as soon as possible to inform centre staff. If your child is sick, please let staff know so that similar symptoms can be observed in other children.

Parents are required to sign their children in on arrival and sign them out on departure each day they are at the centre.

If your child is going to be collected from the centre by another person, parents **MUST** inform the centre staff. Children will not be permitted to leave the centre with any unauthorised person.

When your child commences at Pagewood Kindergarten, they will be allocated a 'Parent Pocket'. This pocket will contain receipts, newsletters and other important information. Please remember to empty your child's information pocket on a regular basis.

Please take care of passing cars or other vehicles upon arrival and departure times. Be aware of movement in the street and that children can be unpredictable. Children should **NEVER** be left alone in the car or unsupervised. Please take control of your child/ren when leaving the centre and lead them by the hand at all times.

It is the responsibility of all parents to inform the Family Assistance Office of any changes to family circumstances, income etc which may affect your Child Care Benefit entitlements.

The centre provides parents with an information and library service. Parents are welcome to borrow books, videos etc on topics of interest, located in the foyer.

## **FIRE EVACUATION POLICY**

Pagewood Kindergarten's aim is to familiarize staff, children and families with the procedures of Fire drills. Fire drills and evacuations are practiced at least once every 4 months. Emergency evacuation plans are posted around the centre for your convenience and easy access. "Fire Warden" to conduct inspection of all fire equipment and exits every 6 months and provide current certificate of compliance.

### **IN THE CASE OF EMERGENCY EVACUATION:**

- \* Staff and children will evacuate the building
- \* Evacuation Procedure enforced (Assemble at back gate)
- \* Staff and children then taken to designated safe area (Grass area outside gate).
- \* If serious danger is visible children will be taken to the nearest park (near Bing's Garage)

### **FIRE EVACUATION PROCEDURE**

**Step 1:** Person discovering fire to blow whistle to raise the alarm.

**Step 2:** Director or team leader to ring 000 Fire Brigade and give details of centre, Address and nearest cross street, collect roll (mobile phone if possible) and First Aid emergency pack. Other staff to organise evacuation through nearest safe exit to 1st stage assembly point. Proceed to 2nd stage assembly point if danger occurs.

**Step 3:** Staff to check all rooms for children and close all doors and windows upon evacuation. Turn lights off where possible.

**Step 4:** Director or team leader to take roll and check all children and staff have been accounted for.

**Step 5:** Director or team leader to notify Fire Brigade of any missing people where the fire is.

*(Sourced: NSW Fire Brigade: [www.nswfb.nsw.gov.au](http://www.nswfb.nsw.gov.au))*

#### **All staff make sure to:**

- Check rooms and cupboards when everyone has left the premises.
- Supervise evacuation of children! assist any injured child
- Move children once outside to safe grounds.
- Check the roll when all the children are out of the Centre.
- Relay information to ambulance if necessary



**With all of our policies: The Approved Provider/Nominated Supervisor will ensure that all policies are maintained and implemented at all times.**