



## Welcome

Our Parent Handbook provides essential information to help support your child through their transition to The Ranges.

*We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Service operates.*

*We have an open- door policy and welcome our families the opportunity to visit and are welcome at any time throughout our service hours.*



## Our Philosophy

At The Ranges, we view children as capable, curious, and confident learners. From birth, we see them as active participants with unique strengths and the right to be seen, heard, and respected. They are natural communicators, motivated to explore and make sense of their world.

Our Educators are facilitators and co-learners who build meaningful relationships with children and families. Through intentional, responsive teaching, we nurture children's autonomy, identity, and sense of belonging.

We provide safe, inclusive, and stimulating environments that reflect children's interests and inspire creativity, exploration, and problem-solving. Learning is grounded in play, inquiry, and artistic expression, valuing the process of discovery and collaboration. Surrounded by the beauty of the natural world, we embrace outdoor learning and connection to Country, recognising that the land itself is a powerful teacher.

We celebrate diversity and are committed to equity and inclusion, ensuring every child feels valued, connected, and respected.

Strong partnerships with families are central to our approach. We believe collaboration, open communication, and mutual respect create the best outcomes and a supportive learning community for all.

We acknowledge the Kurna people as the Traditional Custodians of the land on which we live, work, learn and play today.

We recognise that Kurna people are the native title holders in which we respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kurna people living today and respect - Elders past, present and future.

# Service Information

Our service provides care and education for children from 6 weeks to 6 years of age.

The Infant Toddler Centre caters to children aged 6 weeks to 3 years, while the Early Learning Centre supports children aged 3 years to 6 years.

We operate Monday to Friday, from 7:00am to 6:30pm, year-round (excluding public holidays) If your child requires care from 6:30am, please contact the service via phone or email prior to the day so appropriate staffing arrangements can be made.

## Infant Toddler Centre Age groups

**Infant Group:** 6 weeks to 14/15 months

**Pre-Toddler Group:** 14/15 months to 2 years

**Toddlers Group:** 2 to 2 ½ years

**Early Learners Group:** 2 ½ to 3 years

## Early Learning Centre Age Groups

**Junior Preschool One/Two:** 3 to 3 ½ years

**Pre-Kindy:** 3 ½ to 4 years

**Kindergarten:** 4 to 6 years (the year before starting formal schooling)

Our structured age groups ensure that each child receives tailored care and learning experiences that align with their developmental stage.

# Contact Information

Phone: 08 8339 2308

Email: [stirling@rangeselc.sa.edu.au](mailto:stirling@rangeselc.sa.edu.au)

Website: [Home of the Ranges Early Learning & Care Centres - The Ranges Early Learning Centre](#)



Service Providers: RANGES ELC PTY LTD

Service Managing Director: Sameer Pandey

Director of The Ranges Learning and Care Centres : Mel Kotz

Customer Support Manager, ELC: Hayley Whitfield

Relationship and Administration Manager: Sarah Kemsley

Educational Leader: Karrin Blatchford

For further information about our service, enrolments, and availability, please visit our website and complete the online enquiry form by selecting the **Contact** tab and clicking **Submit Enquiry**.

Our team will respond to your enquiry as soon as possible.

# Fee Policy and Payment Information

Fees are charged on a daily basis, and the amount payable by each family depends on their eligibility for the Child Care Subsidy (CCS)

CCS is paid directly to the Service in line with government regulations. **Families are responsible for paying the gap fee each day, regardless of whether their child attends the Service or is absent.**

## Bond fee

To secure your child's enrolment at The Ranges we require an enrolment fee of \$300, this fee will be translated as a bond fee upon your child's commencement, and it is fully refundable at the conclusion of their care if there are no further including gap fees or Centrelink (CCS) adjustments.

## Holiday and Absence Fees

A holiday rate of **70% of the full fee** is charged for absent days, provided the family gives **at least 14 days' notice**.

## Child Care Subsidy Assessment

Families must complete the online CCS assessment via the [MyGov](#) website before commencing care. This assessment determines eligibility and subsidy levels.

During enrolment, the following information is required:

The **CRN** (Customer Reference Number) of the individual linked to the child.

The child's **CRN**.

This information enables us to confirm attendance and apply the appropriate subsidy.

## Fee Payment Process

Fees are to be paid **one or two weeks in arrears** via direct debit through **debit success**, using either a bank account or credit card.

Once session availability is confirmed, **the full fee is payable** for the booking until any changes or cancellations are made.

Families must provide **at least 14 days' written notice** for changes or cancellations to their child's enrolment.

**CCS is only applied to the last day of attendance.**

If the child does not attend their final booked session, the full fee will apply.

## Fee Adjustments and Notifications

Fees are reviewed periodically, with adjustments applied. Families will receive at least **14 days' written notice** of any fee changes.

## Late Fee Payments

Families experiencing difficulties with fee payments are encouraged to contact the Service to discuss their situation and arrange a payment plan.

If fees remain unpaid, the following steps will be taken:

**Reminder Notice:** A reminder letter or email will be sent after one week of overdue payments.

**Management Meeting:** The Management team will meet with the family to discuss the issue and establish a resolution plan.

**Termination of Care:** If payment is not made as agreed, or no plan is established, the child's enrolment will be terminated. A final letter will confirm this action, and the Service will initiate the debt collection process in accordance with privacy and legal requirements.

## Absences days

You can be paid Child Care Subsidy (CCS) for any absences from approved care your child attends for up to **42 days per child per financial year**. Your child's absence days contribute to the total days they are marked absent, including occasions such as holidays, illness, or any other days your child does not attend the Service. Additional absences beyond 42 days may be approved for certain reasons on an **individual basis** by Services Australia (Centrelink). If approved, CCS may continue to be paid. Please speak with us if you believe additional absences may apply to your family.

## Public Holidays

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

## Service Closing Time and Late Fees

Please be aware the service closes at 6:30pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:30pm. An after-Hours Care Fees will be charged per 15 minutes after the regular Centre closing time

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

## **Confidentiality**

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

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

## **Service Policies and Procedures**

Our Service policies and procedures are stored in our secure online system; they are accessible at any time by asking Management to print them for you or email them to you. We expect our staff and families to always adhere to our policies and procedures to ensure we maintain compliance and abide by the National Law and Regulations.

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

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

## **Enrolment Information**

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

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

Address

Health Information

Telephone/mobile numbers

Contact details

Family changes

Emergency contact information details etc.

We are required to have certified copies of any court orders relating to the child.

## **Priority of Access**

Sometimes, there may be a waiting list for childcare services and to ensure the system is fair, the Australian Government has “Priority of Access Guidelines” for allocating places in these circumstances. The guidelines only apply to Child Care Benefit approved childcare. They are used when there is a waiting list for a childcare service or when a number of parents are applying for a limited number of vacant places.

Every Child Care Benefit approved childcare service has to abide by the guidelines and tell you about them when you enroll your child into care.

## **Priorities**

First Priority: a child at risk of serious abuse or neglect

Second Priority: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'

Third Priority: any other child.

Within these main categories priority should also be given to the following children:

children in Aboriginal and Torres Strait Islander families

children in families which include a disabled person

children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$43727 for 2015-2016, or who or whose partner are on income support

children in families from a non-English speaking background

children in socially isolated families

children of single parents.

A childcare service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. This can only be done if you:

are notified when your child first entered care that your service follows this policy

are given at least 14 days notice of the need for your child to vacate.

## Goals for your child at our Service

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

*Maria Montessori*

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

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

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

Mutual respect and empathy

Concern and responsibility for self and others

A sense of self worth

Social awareness

Importance of sustainability

Self-discipline

Habits of initiative and persistence

Creative intelligence and imagination

Self-confidence as an independent learner

A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families; children's first and most influential educators.

## **Educational Program**

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to Five years and through the transition to school.

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

We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting

within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

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

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

All programs are displayed in each section of the centre. Please take the time to read them and become involved in your child's learning. Any ideas or resources you may like to contribute will be welcomed.

### **Kindergarten Program**

Our Kindergarten program runs between 9:00 am – 3:00 pm every day and provides an alternative equivalent to attending Department of Education and Child Development (DECD) Kindergarten programs in year before a child is to attend school. The program, delivered by a degree Qualified Early Childhood Teacher, is recognised by the DECD as an approved Preschool education program and the centre receives funding from DECD as part of the Universal Access to Preschool program.

The benefits of choosing Ranges for Kindergarten are reducing the number of major transitions for children before they start school, onsite care is provided before and after the program to fit with family commitments, access to the Kindergarten program in the year before attending school and freedom to access the Kindergarten program across any days that suit you.

Our Kindergarten Teacher facilitates a play-based education program following the Early Years Learning Framework (EYLF) that prepares the children for school. Our learning programs are responsive to children and incorporate child-led learning and intentional teaching experiences to provide a holistic learning experience that meets the current Early Childhood Curriculum for Kindergarten aged children. Children are regularly assessed against the EYLF, Preschool Literacy and Numeracy Indicators and learning benchmarks with any concerns about a child's development or learning being discussed with parents. All families will be offered parent teacher interviews that are conducted in Term 1 and 3. All children will have updates of their learning uploaded to their online learning portfolios and receive a daily learning update.

Families who access our Universal Access to Preschool program will receive written reports on their child's progress that are prepared at the end of Term 2 and 4. In term 4 the Preschool Teacher will support your child in their transition to school by communicating with their reception teacher and attending transition visits as required.

# Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

## **BELONGING**

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

## **BEING**

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

## **BECOMING**

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

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

### OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

#### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

#### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

#### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

## **Portfolios**

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

Child's Profile

Goals from families and Educators

Observations

Objectives for further development

Work samples

Learning and Development Report

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not to be used as a means of comparison between peers or stereotypes. You can access your child's portfolio at any time via the Xplor portal on the web or through the mobile app.

The portfolio is also used in parent/Educator meetings throughout the year, at the Parent Teacher interviews held twice a year.

## **Parent Participation**

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

Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, Newsletters, Day Book Journals and pride ourselves on strong verbal communication daily. We seek input from families on all aspects of the Service but your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. You are welcome to take a copy of this policy home to review at your leisure.

## **FAMILY SKILLS, INTERESTS AND TALENTS**

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

## **YOUR OCCUPATION OR HOBBY**

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the Service. We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

### **YOUR HOME CULTURE**

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

### **READING (ESPECIALLY GOOD FOR GRANDPARENTS)**

Children love to be read to. If you or your parents have the time, please contact your room Educators to organise a day for reading.

### **RECYCLABLE ITEMS**

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

### **SPECIAL EVENTS**

Our Service organises special events throughout the year. Keep an eye out, for notification of these so that you can be involved.

### **SUGGESTIONS**

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

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

## **Communication**

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

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

- \* Newsletter
- \* Phone calls to your work
- \* Emails
- \* Letters
- \* Face to face

- \* Daily reports that are emailed
- \* Facebook
- \* Parent Teacher meetings
- \* Formal meeting

### **Court Orders**

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

### **Arrival and Departure**

For safety and security reasons ALL children must be signed in on arrival and signed out on departure via the Xplor system via the iPad at the front desk. Each contact that will be dropping off or collecting their child needs to have their own login which can be arranged via the Director.

No child will be allowed to leave our Service with a person who is not stated on the enrolment form, unless prior arrangements are made with the Nominated Supervisor.

### **Grievances**

We aim to resolve grievances as informally and quickly as possible by all parties involved and when a grievance cannot be resolved informally, a formal process is implemented as per our Grievance Policy. We ask that in the first instance you contact either the Teacher of your child's group or the Director to discuss your grievance.

### **Preparing your child for attending Ranges**

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend the Service in the company of a family member two (2) times before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with the Teacher/Team Leader so that they can develop strategies with you to support the transition from home to the Service. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing the following books you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

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

the child. We understand this and offer support through phone calls during the day, photos and open communication.

## **What to bring to the Service**

### **BAG**

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

Please ensure your child's bag includes the following items, all clearly labelled with your child's name where applicable:

- Water bottle
- Formula bottle and formula powder
- Breastmilk
- A spare set of clothes, including socks
- Raincoat and gumboots (seasonal, if required)
- Sun-safe hat
- Comforter, sleeping bag, or dummy (if required)

### **BREASTFEEDING**

Our Service supports breastfeeding as per our Breastfeeding Policy. Families that are breastfeeding are encouraged to speak to the Director/ Team Leader to find out more information on safe storage of breast milk at the service. Families that are formula feeding are also encouraged to speak with the Director or Infant Teacher to understand the best way to provide bottles and formula at the service. Further information can be found in the bottle Preparation Policy

## **Mealtime Practices and Nutritional Information**

At our Centres, mealtimes are valued as enjoyable social experiences that foster a sense of community and encourage positive eating habits. Educators actively support children during these times by engaging in meal preparation activities, such as allowing children to cut their own produce. They also sit with the children to model healthy eating behaviours, promote self-serving and encourage independence.

**Daily Meal Schedule**

Mealtimes are flexible and adapt to the children's needs, with the following schedule as a general guide:

Morning Tea : 9:00am – 9:30am

Lunch :

**Infant Toddler Centre :**

11:00am – Infants

11:10am – Pre Toddlers

11:20am – Toddlers

11:30am – Early Learners

**Early Learning Centre :**

11:00am – Junior Preschool one

11:30am – Junior Preschool two

12pm – Pre-Kindy

12:30pm – Kindergarten

**Nutritional Approach:**

A **healthy, freshly prepared lunch** is made daily by our onsite cook to meet your child's nutritional needs.

A **weekly menu** is displayed at the Centre, and we encourage input from families, children, and staff to incorporate a variety of nutritious and culturally diverse foods.

Four **seasonal rotating menus** ensure variety throughout the year.

Educators encourage children to try new foods, and an alternative option is always available if needed. Additional food from home is not required, and we strongly discourage parents from sending snack foods.

**Fresh fruit** is served daily during morning or afternoon tea, and **mashed vegetables** are provided for children under 2.

**Special Food Considerations**

Parents of children who require **sterilized bottles or individual formulas** must provide these daily, clearly labelled.

The Centre actively involves children in food-related activities, using food as a learning tool to explore other cultures and develop new skills.

To ensure safety and maintain nutritional standards, we avoid the use of added sugars, salt, preservatives, and artificial colourings whenever possible.

**The Centre is nut-free environment**

Our mealtime practices are designed to promote healthy eating habits. Foster cultural awareness, and provide children with positive, hands-on experiences with food in a safe and inclusive environment.

## **Clothing**

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

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

## **SPARE CLOTHES**

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

## **Toys**

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. If your child requires a comforter, dummy or specific toy for sleeping or settling these can be brought in their bags for these times.

**The centre is not responsible for the loss or damage for any items on the premises**

## **Behaviour Guidance**

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

## **Physical Play**

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

Physical play provides children with the opportunity to:

Develop strong bones and muscles,

Improve strength and balance

Develop Flexibility and coordination

Develop Fundamental Movement Skills

Develop spatial awareness

Develop mathematical concepts

Be confident as they learn to control their bodies and understand their limits

Learn to cooperate and share with others

Promote healthy growth and development

## **Sustainability**

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

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

## **Rest and Sleep**

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

## **Birthdays**

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday, we ask that you provide an ice cream cake or store brought cake of cupcakes as this reduces the major allergy risks associated with most other cakes. Families are required discuss cake options with educators prior to the celebration. For further information, please see our Celebration Policy.

## **Family Photos**

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

## **Sun Safety**

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's

recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

If you would like to supply your own sunscreen, please speak to your child educator or management team to complete a sunscreen form.

## **SUN HAT**

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to bring a sun hat which can be left in your child's hat pocket at the service.

## **Illness**

When should I not send my child to the Service?

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

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

A runny, green nose

High temperature

Diarrhoea

Red, swollen or discharging eyes

Vomiting

Rashes

Irritability, unusually tired or lethargic

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

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

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

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

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

## **Immunisation**

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in child care. The Public Health Act 2010 prevents SA child care centres from enrolling children unless approved documentation is provided that indicates that the child:

Is fully immunised for their age

Has a medical reason not be vaccinated

Is on a recognised catch up schedule

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

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

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

For an up-to-date immunisation schedule, please refer to your enrolment pack.

## **Medication**

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless a doctor provides the Service with written authorisation.

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

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

## **Allergies or Asthma**

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The Service has a procedure the staff follow to minimise allergic reactions.

The Service requires an Action Plan filled in by your doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

## **Accidents**

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

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

## **Emergency Drills**

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

### Children's Safety

Never leave children unattended in cars while collecting children from the Service.

Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.

Never leave a door or gate open.

Never leave your children unattended in a room.

Children are not permitted into the kitchen and laundry areas.

## **Workplace Health and Safety**

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

## **Educator Ratio and Qualifications**

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings. We have an Early Childhood Teacher employed in various age group at both centres and these are supported by a team of Diploma qualified Senior Educators and Certificate III Educators. All our Teachers and Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development. For further details on the qualifications of the Educators, please see our director.

## **Regulatory Authorities**

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

Our Service is regulated by the new national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

South Australia

Education Standards Board

(08) 82260077 [esb.earlychildhoodservices@sa.gov.au](mailto:esb.earlychildhoodservices@sa.gov.au)

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