



*Family
Welcome
Book*

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Panania Child Care Centre (PCCC) is a privately owned and operated Childcare Centre providing high quality care and education programs for children between the ages 6 weeks to 6 years of age.

The Owner and Nominated Supervisor have been fully licensed and operates under strict guidelines by the NSW Department of Community Services. The child care Centre complies with the children (Education and Care Services National Law) Act 2010.

We believe that all children are unique. We are committed to the care and individual development of each and every child. It is our hope to extend and compliment the home by providing a happy, stable and secure environment in which each child develops towards their full potential.

The Excellence rating is the highest rating a service can achieve under the National Quality Framework for Early Childhood Education and Care, and we are proud to announce that we have received this rating in 2018.

This handbook provides important information about the Centre and its operation. Please read carefully and keep for future reference.

Please feel free to approach the Director or educators with regards to any questions, concerns or enquiries that you may have. They will be more than happy to help.

General Information

Street Address 6 Wollongbar Ave, Panania, NSW, 2213

Telephone (02) 9774 1362

Email Address pananiachildcare@gmail.com

Website www.pananiachildcare.com.au

Facebook panania child care centre

**No Smoking is permitted within the grounds of the
Centre**

Operating Hours

Monday – Friday

07:30am – 5:30pm

The Centre is closed on Public Holidays and for a period of time over Christmas. The Centre has an answering machine for parent enquiries and bookings, notification of non-attendance etc. An educator will return messages as needed when the Centre is open. The Director is available for discussion either by telephone, by appointment or in person (check times that are suitable).

Under no circumstances should children arrive at the Centre prior to 7.30am or to be picked up after 5.30pm (refer to Late Collection Fee in this booklet).

Our Philosophy

We lovingly nurture every child's natural development through our shared values of Love, Family, Courage & Spirituality.

We treasure the joy of creating authentic connections with the children enabling them to be free and safe to express their inherent creativity and imagination.

Our Vision

We create authentic connections that enables freedom.

Our Purpose

We inspire to evolve by sharing wisdom

Our Values

Love, Family, Courage, Spiritual

Our Brand Promise

We enable joyful freedom by creating authentic connections

National Quality Framework (NQF)

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:

- A national legislative framework – ‘Early Years Learning Framework’
- A National Quality Standard
- A national quality rating and assessment process
- A national body called the Australian Children's Education and Care Quality Authority

National Legislative framework is established through an applied law system and consists of:

- The Education and Care Services National Law
- The Education and Care Services National Regulations

The Early Years Learning Frameworks has a structure provided by three key elements- Principles, Practices and Learning Outcomes. These help us to reflect our work, to appropriately plan our programs for children and guide us on how we work with children and their families and our community.

QUALITY IMPROVEMENT PLAN

The National Regulations require approved services to have a Quality Improvement Plan (QIP). The aim of a QIP is to help providers self-assess their performance in delivering quality education and care and to plan future improvements.

The QIP is on the premises and is available at all times. The QIP must be made available on request to parents of children enrolled at the service, or who are seeking to enroll a child.

Open Door Policy

Panania Child Care adopts an 'open door' policy, where family and friends are always welcome to come and visit and participate in the program at any time. We also hold special days throughout the year to assist in facilitating this, however you or your family are welcome to visit or pop in at any time.

Educators

The educators at Panania Child Care Centre consists of a very dedicated team of carers who work as a cohesive team. The Centre strives to provide a safe, secure and supportive environment, where children can explore their full potential with encouragement and guidance from high quality educators. All educators have experience and qualifications relating to early childhood development.

The team of educators consists of:

- A nominated supervisor who is university qualified.
- Certified Supervisors who are either University, TAFE or certificate III qualified.

All educators at the Centre have a current First Aid Certificate, Child Protection Training, Asthma and Anaphylaxis Training.

Please see photo board for current educator's names and positions.

Relief Educators

From time to time you may notice that regular educators may be away. We believe that the continuity of care is important for children, and therefore make every endeavor to use the same relief educators so that the children get to know them.

Priority of Access

Under agreement with the Commonwealth Government the main priority for a place in the Centre will be given to:

The Priorities are:

- Priority 1: a child at risk of serious abuse or neglect.
- Priority 2: a child of a single parent who satisfies, or parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999.
- Priority 3: Siblings of children who already enrolled at the Centre and who have completed a waitlist form.
- Priority 4: any other child.

Within these main Priority categories, priority should also be given to children in:

Priority of Access

- Aboriginal and Torres Strait Islander families
- Families which include a disabled person
- Families with an individual on a low income or on income support
- Families from a non-English speaking background
- Socially isolated families
- Single parent families.

Other places will be available if not filled by the above priorities.

To ensure the legislation is enforced, some non-working parents may be required to change their child's enrolled days.

A waiting list will be developed and updated regularly which identifies priority of access eligibility, date placed on list and required days of care. Placement from the waiting list is determined by priority of access guidelines, siblings of children already in care, date of placement on the waiting list. (Refer to policy folder for 'Service Access Policy' in detail).

Enrolment

Enrolments for the following year are conducted during September/October each year.

Parents must fulfil the following procedure in order to ensure their child is enrolled:

Complete an Enrolment Form.

We have a non – refundable \$250.00 booking fee payable upon enrolment confirmation. Once attending this transfers to your refundable security bond. Once the bond is paid a start date is given by the centre for the child to start.

Failure to start at the date given will lead to the child's position no longer available.

1. A once only non-refundable enrolment fee of \$75/ child – paid with Bond.

Termination of Enrolment / Change of Days- Four weeks written notice if you choose to withdraw or change the days your child requires at the Centre (dates must be specified). Fees will be charged for these two weeks even if your child/ren does not attend.

2. If your child is withdrawn 6 weeks prior to our Christmas time closing date, fees are incurred until the centre's 2-week Christmas closure, regardless of whether the 2-week period notice has been given or not.

3. Once your child has given notice your child must attend the Centre on their last day in order to receive the Child Care Subsidy. If a child is absent on their last day as per Centre Link guidelines, the government will not pay Subsidy for this last day and full fees will be charged. This day must also be signed for by the parent.

4. The security bond will be refunded 8 weeks after the completion of care. The centre requires this time frame as any new debts from the families may occur when entitlements are reconciled with Centrelink. This avoids the family incurring a debt after they have left the service and the centre having to follow them up. Families will be asked to supply bank account details for the refund of the bond.

Scheduled Fees

Child Care Subsidy System

From 2 July 2018, a new Child Care Subsidy System will provide a simple and easy to use interface for families and child care providers. The Child Care Subsidy will be the main way the Government will assist families with their child care fees. It provides genuine, much needed reform for a more affordable, accessible and flexible child care system. The Child Care Subsidy will be supported by a Child Care Safety Net which aims to give the most vulnerable children a strong start, while supporting parents into work.

Families can contact Family Assistance Office regarding CCSS by visiting any Centre link or phoning 13 61 50.

Allowable Absences

Each child will have access to CCSS for up to 42 days of absences per financial year (includes public holidays) without the need to provide any supporting documentation.

Further absences will only be paid in specific circumstances, and if necessary, where evidence is supplied to the service by the parent/guardian. Where a child is absent due to illness a medical certificate should be obtained and supplied to the Centre. This will prevent the time off being recorded under the allowable absences.

Your receipt and statement will provide a current record of your allowable absences.

Please contact Family Assistance Office or Centre link on 136150 for further information

Payment of Fees

THE FIRST PAYMENT OF FEES VIA DEBIT SUCCESS WILL TAKE THREE WEEKS OF FEES (THIS IS THE FIRST WEEK OF CARE AND TWO WEEKS IN ADVANCE PAYMENT)
THIS IS A LARGE PAYMENT IF CCS HAS NOT BEEN APPLIED AS IT WILL BE CHARGED AT FULL FEES RATE.

1. Fees can be paid weekly, fortnightly or monthly but must be kept up to date and paid in two weeks in advance.
2. Methods of payment: Cash or Direct Debit/ Credit Card via Debit Success.
3. Statements will be emailed weekly with all payments made.
4. Fees are to be paid for the days a child is booked into the Centre, including times when the child is absent due to illness, holidays or for public holidays.

At any time where fees are in arrears and no arrangements have been made with the Responsible Person your child's place at the Centre will need to be reviewed.

Parking

Please abide by the following “rules” when you drop your child off and pick them up:

- Please use the drive through whenever possible when dropping off or picking up your child. Entrance is via Wollongbar Ave. Always park to the LEFT of the drive through.
- DO NOT park in front of neighbor's houses or on their nature strips.
- If you are the first car in the drive-through move to the front of the drive-through and park to the left. DO NOT stop in front of the entrance and stop other traffic from coming through.
- If you are planning to stay for a while please ensure your car is not blocking others from using the drive through.

Please consider other people when you park your car - especially neighbors. Also ensure that other people who may collect your child such as grandparents/ other family members are aware of this procedure.

Community Information

here is a wide variety of community services and information located next to the sign on sheets. If you would like some information regarding community referral agencies, please feel free to browse through the information or ask an educator for help. A monthly newsletter obtains various community information.

Arrival & Departure Policy

Children must be signed both in and out of the Centre either by the parent or the guardian upon arrival and departure. Please ensure you let the educator know that you child has arrived or is leaving the Centre. Young adults under the age of 18 years are not permitted (by DECS) to be responsible for the drop off/collection of children.

Please note: It is a Departmental regulation that you sign your child in and out of the Centre and note the times. Failure to do so may jeopardise the safety of your child and also stop your CCSS.

If the child is to be collected by anyone different than the names on the enrolment form, parents must have personally informed an educator member prior to pick up. This change will need to be confirmed in writing, if possible and the person picking up the child will need to bring identification, if they are not known to the educators. A child will not be released from the Centre unless proper authorisation has been received.

Late Collection Fee

Any parent collecting a child after 5.30pm as per the Centre clock will be charged a late fee. Currently this is \$10.00 for the first 10 minutes and \$2.00 per minute after that. Parents will be asked to sign the late collection form and pay it by the due date to the nominated/certified supervisor and a receipt will be issued. The fee needs to be paid for in cash and there is no CCSS entitlement for this fee.

Supervision of Children

You would appreciate that supervising 39 children each day can be challenging. It is one that we are constantly evaluating to ensure that the children in our care are always cared for. Please assist us by:

- Ensuring you shut doors, especially the front door, behind you as you arrive and leave the centre.
- Ensuring that you shut the gate directly behind you as you arrive and leave the centre.
- NEVER let a child come into the playroom as you come to collect your child. This is often a problem particularly in the afternoons when everyone is outside.
- If a child follows you inside please say to the child – “You need to go outside now so the teachers can watch you.” If they don’t go outside please alert a staff member that there is a child inside so they can take them outside.
- When you collect your child ensure they stay with you and not wait in the foyer or entry area.
- If your child’s friends follow you and wait with you, when you drop off or collect your child, please ask them to go back to the area where the staff are supervising the children.
- NEVER allow a child out the gate without an adult – even if they say “My mum is here and we are going now.”
- Some children (particularly those who are new to the centre are “wanderers”) – if you see a wanderer in an area where there is no supervision, please ask the child to join the other children or notify a staff member so they can direct the child to where the other children are.
- Ensuring that your babies or school aged children are supervised and are behaving appropriately when you drop off or collect your child/ren to and from the centre.

Medication

If a child has a condition that requires medication, parents must complete and sign a medication form detailing the child’s name, date, type of medication, dosage, time to be administered, and prescribing doctor’s details. Medications must be provided in the original container- showing name, dosage, doctor’s name and expiry date. All medications will be checked by an educator member, and then double-checked by a second educator member, before administering to ensure correct dosages are given.

ALL MEDICATION WILL BE LOCKED AWAY AT ALL TIMES.

Sun Safety

All children, as well as educators must wear a hat whenever they are outdoors. The rule is “NO HAT NO PLAY” and this applies all year round. The Centre has sunscreen available for the parents to apply to their child as they arrive at the Centre. This is the parent’s responsibility. Educator will re-apply sunscreen on the children throughout the day. (Refer to Sun safety policy).

Our Communication With You

Communication between parents and educators is very important, as we are here to compliment what you already do at home. Our aim is to support families in caring for their children. The best way for this to happen is if parents share information with educators about individual children's needs, family care giving practices and cultural values.

Educators may be busy at certain times, so sometimes it may be necessary to set up a time to discuss specific issues. Feedback on your child is continual throughout the year with verbal feedback exchanged daily, and individual parent meetings can be arranged at any time.

There are a number of ways in which communication between the Centre and families can occur.

- Conversations: both formal and informal
- Parent Notice board: is used to convey information to parents about current issues and upcoming events.
- Regular Newsletters and Memo's: are sent home via email to keep parents informed of events at the Centre.
- Email: monthly newsletters/ weekly notifications.
- Face Book: daily updates.
- Web page: regular updates.
- Centre Policies: will be regularly reviewed and displayed to enable parent comments on service practices.
- Parent/Educator Meetings: opportunity for parents to meet 2 x per year to discuss their child's time at the centre in all areas.

Parent Involvement

Parents and caregivers are always welcome to spend time at the Centre working alongside the children or sharing a special skill or interest. Our Centre has an "open door" policy'. Parents are welcome to pop in or phone us to check on the wellbeing of their child.

Grievance Procedure

It is extremely important to keep the lines of communication between the educators and yourself open at all times. Discussion will lead to a better understanding by both parents and the educator. Please let us know if you have any comments or concerns that may help us improve the Centre or our performance by speaking with the educators and arranging a time to talk or fill in a grievance / feedback form located on the parent notice board and place it in the suggestion box. (Refer to Management of Complaints Policy).

Please be assured all matters concerning the grievance are kept confidential.

Birthday

Birthdays are very special to a child. Please feel free to discuss with educator if you wish to celebrate this occasion with other children at the Centre. We encourage families to provide food options other than cake, to promote healthy eating practices with children.

Centre Program & Activities

Children's programs are planned by the room educator to include play-based experiences for children across all developmental areas to support the development of the whole child.

Educator work in partnership with families and their children to create a program that provides meaningful learning experiences for all children.

We follow the Early Years Learning Framework which describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development.

The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Educator ensure the learning programs in each classroom:

- Reflects the needs of all children as individuals and groups
- Fosters the development of the whole child

Reflects the uniqueness of the Centre

- Is open and diverse
- Provides choices
- Supports development of trusting relationships
- Encourages respect and empathy for others
- Ultimately leads to growth and learning
- Our learning programs foster the development of the whole child.

How we assist your child with our School Readiness Program.

School Readiness, is exactly that. It is a program that enables children to be ready for school and there are many elements that make a School Readiness Program work and be successful. However, it mustn't be mistaken in preparing children to read and write, solely on these learning capabilities.

Our School Readiness Program associated with The Early Years Learning Framework will consist of the following elements.

BELONGING

- Social and Emotional Capabilities and Maturity.
- Being able to separate from parents/guardian when dropped off without distress.
- Understanding responsibilities for own belongings and caring and respecting other children's belongings.
- Communicating and responding to Educators in a positive manner.
- Communicating and responding to peers in a positive manner.
- Making connection with other around them, including their peers and the environment.
- Following direction when intentional teaching is apparent.
- Participating in group experiences without being side tracked and or pre-occupied.

- Making age appropriate decisions and initiating their own play. Positively dealing with conflict, i.e. not hitting or hurting others when conflict or frustration is present.
- Positively dealing with conflict, i.e. not hitting or hurting others when conflict or frustration is present.

BEING

- Building self-awareness for oneself.
- Being able to identify their own belongings.
- Open and eating from their lunch box.
- Practicing proper hygiene – going to the toilet unassisted and washing their hands with soap.
- Blowing their own nose.
- Packing away resources and transitioning to new activities unassisted and when instructed.
- Being able to dress themselves. I.e. putting on underwear, pants, t-shirts, jackets and shoes.
- Asking to help when needing assistance.
- Understanding that asking for help, or asking questions is a positive step in their development, and it is OKAY to ask question

BECOMING

- We understand that children need the necessary skills academically when transitioning to school. The Educators will work collaboratively with parents/ guardian and your child’s school to prepare them for the academic challenges.
- Provide School Readiness Homework Books. (This is for children going to school the following year)
- Provide opportunities and experiences for children to develop and extend their language and literacy skills – especially recognising and reading the Alphabet and Number recognition 1-20.

- Provide opportunities and experiences for children to develop and extend their language and literacy skills – especially recognising and reading the Alphabet and Number recognition 1-20.
- Provide opportunities for children to work closely with their Educators in small groups to extend on skills such as reading and writing their own name.
- Provide group experiences, where children learn about the days of the week, The Weather, Show and Tell and Story-time. · Provide learning opportunities and experience that allow children to develop their mathematical and science skills.
- Learning centres are set up in each of the playrooms. The children are provided with a range of equipment that they are able to use to create, explore & delve into however they wish.

Some of the activities that the children have opportunities to interact with are:

Creative Arts	Computer Play	Pretend play/dress ups
Sensory activities	Sand and water play	Books
Blocks	Gardening	Musical instruments
Construction Materials	Puzzles and manipulatives	Cooking
Science materials	Climbing equipment	

Learning Centre's or projects may evolve either from a chance event, an idea that has been shared or a problem posed by one or more of the children. It may also be initiated directly by the teachers. Some of these projects may last a few days to several months. We involve our children in our curriculum planning.

Each day staff prepare a computer presentation on what the children have done during the day. The computers are available in each room for you to read each day. Parents and carers are welcome to add comments or suggestions for the staff to incorporate in the programme.

Each child has a Portfolio that outlines the child's interests, strengths & needs, as observed by the staff at the centre. This will be a POSITIVE record of what your child is doing at the centre. The portfolio includes information about your child's development and information about some of the activities that they participate in at the centre. Many observations will reflect the outcomes of the EYLF. The portfolio includes photos, learning stories, work samples & jottings about what your child is doing at the centre. These are all online and you will receive a copy of it at the end of the year.

Digital Technology Skills for Children

Within our School Readiness Program, the Educators and children use a range of digital media/ iPad, to enhance their learning. By providing technology, which include laptops the children are able to develop their technological skills, now required in most primary schools. By incorporating these digital medias in our school readiness, we are giving our children the opportunity to discover and explore the digital media world, in an educational way.

At Panania Child Care Centre, we understand that the transition to Big School is a big step for both children and their families. Therefore, we aim to be there the whole time, as we believe the importance of working collaboratively with parents to allow children to maximise their opportunities to learn and develop. To determine whether your child is ready for school, speak with the Director and your child's Educator about your child's needs, interests and your observations. We will be able to work with you to cater to your child's individual needs and enable you to make the right choice for your child.

Yoga/Mindfulness

We believe that yoga/mindfulness is a tool that can assist children to further develop their skills by relaxing their minds. Focusing on the movements assists concentration in children, relaxes the child and encourages brain development through the imagination and creative side of completing yoga using storytelling.

The benefits on a physiological level is all the muscles are exercised and strengthened, the spine becomes straighter, stronger and more flexible. The children learn various poses and can recall them by name and are designed to use all gross motor muscles. At the end of each session the children go to a relax pose.

Yoga/Mindfulness is practiced on a regular basis at Panania Child Care Centre.

IPADS

Apple's iPad is the newest trend in educational technology today. Our Staff incorporate the iPad into their lesson Plans as a way of motivating the children. For age, appropriate use of the iPad in early Childhood our staff download applications that tailor to early childhood learning and also expand children's learning.

Computers

Computers are powerful tools that provide children with a place to practice what they are learning. Our Staff use computers in the curriculum to strengthen children's abilities and provide them with the opportunity to use their imagination through various educational software programs. Computers are located in children's rooms which are used daily as part of teaching and are an extension of learning.

Children 3- 5 years of age are developmentally ready to use computers. The computer centre is a valuable activity for learning.

We have incorporated computers into our curriculum and trained our staff to educate the children on the use and function of computers.

We have added several programs such as rhymes, numeral awareness, letter recognition, mathematics, art/craft, shapes, science and many more. As well as this we teach the children basic computer skills and what certain parts are called. Children also practice to type, print and email.

Having their own lap tops with supporting programs have developmental gains such as intelligence, non-verbal skills, structural knowledge, long term memory, manual dexterity, verbal skills and problem-solving abilities.

Apple TV

An interactive tool is another way to provide a hands-on approach to early childhood learning. Our Staff can have children interact with their learning by having children use the Ipads and then mirror their learning on to the TV. Using this interactive approach to learning will only entice students to learn. Staff plan and extend lesson plans using this technology.

Preparation for School

There is sometimes a public misconception that only traditional "pre-schools" prepare children for school. This is most certainly not the case. In fact it is now law

that all early childhood services in Australia follow the Early Years Learning Framework and use it as a basis for its curriculum. The following information will tell you about some of the elements of the pre-school program that is run at Panania CCC.

Our program consists of a blend of foundational concepts as well as interest-based learning. Foundational concepts include colours, shapes, numbers, letters, name writing, matching, sequencing and rhyming words. Some examples of interest based learning that has occurred in the past are; volcanoes, dinosaurs, bugs, farm animals and space.

Our pre-school program is play based, but covers many of the key learning areas that are taught in schools. For example:

- English – Listening to stories and predicting outcomes, introduction to public speaking through the delivery of news items, sounding out letters of the alphabet, and recognition of name.
- Mathematics – Counting, simple addition and subtraction, number recognition, matching, estimating, mass and measurement.
- Science and Technology – participating and predicting outcomes of simple science experiments such as floating/sinking or freezing/boiling, observing chemical reactions of ingredients (such as when we made "lava"), measuring ingredients and observing changes to ingredients when making play dough or cooking. Experimenting with computers and learning about the mouse, keyboard, cause and effect, and negotiating pathways through simple computer programs.
- HSIE – Discussing and learning about jobs and occupations in the community, introduction to Aboriginal studies through dreamtime stories and learning about the significance of Uluru/Ayers Rock.

- PDHPE – Climbing, running, balancing, throwing, kicking, digging, hopping, jumping and skipping. Participating in and understanding the concept of games with rules such as tunnel ball, egg and spoon race, duck duck goose and what's the time Mr Wolf.
- Creative and Practical Arts – painting, printing, drawing, collage and experimenting with the effects of a variety of artistic media. Dramatic play in learning centres such as home corner, restaurant, beauty salon and shop. Role playing various characters and occupations such as mother, father, big sister/brother, baby, nurse, doctor, hairdresser, receptionist, office worker and super hero. Interpretive dance to music from a variety of cultures, singing and playing instruments.
- Within this broad spectrum of learning, the pre-school program also incorporates the observation and extension of 5 main developmental areas:
 - Cognitive – remembering, recalling information, sequencing time, events, sizes, naming colours and shapes, recognising names and numbers, concentration, ability to sit in group time without disturbing others, ability to follow directions and persistence to complete a task.
 - Language – Answering questions in group time, expressing ideas/opinions in group time, speaking in full sentences, telling a story to the group, recognition of environmental print, following and maintaining a conversation.
 - Gross Motor – Observing the development of children's large muscle groups during outdoor play time as children climb a variety of obstacles, play chasing and running games, throw a ball in a hoop, kick a ball over the fence or dig a big hole in the sandpit.

- Fine Motor – Participation in activities such as utilising scissors to cut around and over a variety of different lines, learning to hold a pencil in the correct grip, threading a variety of different sized beads, rolling and kneading play dough and other such activities all assist in strengthening the small muscles in the fingers which is an important pre-cursor in the development of hand writing.
- Social/Emotional – One of the most important aspects of our pre-school program is the emphasis on giving children the confidence to gain independence through successfully achieving self-help tasks such as doing up buttons, putting on shoes, toileting and opening lunches. Children are encouraged to verbally express their needs and wants and to use words during situations of conflict. Social and emotional development also consists of learning to separate from family, sharing and taking turns, responsibility for own actions, and making and maintaining friendships with others.

As you can see, our pre-school program is full of a variety of different skills and experiences that your child will learn about and participate in during their time at the centre. One of our main aims is to equip your child with confidence, self-esteem and the ability to capably handle the transition to big school. Whilst the centre is about learning and developing new skills, it is also about fun. Learning through play is the most appropriate method of learning for young children.

Transition Across Rooms

Children will move across to another room when staff believe it's in the best interest for the child and in consultation with the family a decision will be made. When making this decision, there are many questions that the educators consider before they move a child:

- Will the child be happy to leave their friendship group they have formed?
- Will the child cope with the change of environment? (often the room they potentially are moving across to has more children and less adult to child ratio).
- Will the child cope with forming new relationships with new educators?
- Will the child be able to form friendships with children at a similar age in the new room?
- Does the child have the social/ emotional/language skills to be able to communicate and cope in that room?

Moving the group at the start of the year together is a great way to maintain and continue friendships bonds.

The educators are continually changing their program according to the children's ideas and interests, this ensure that children of all ages are being needs are being met in a holistic manner.

Rest Time

Provision is made for all children to sleep or rest each day depending on their needs at the time. Children who need to sleep will do so. Rest time available for children who do not require a sleep is provided with the educators using meditation and mindfulness to support the children to rest their bodies.

Children going off to school will have a short rest and then will be encouraged to be involved in school readiness activities.

What to Bring to the Centre

A backpack or school bag, which should be clearly labelled with your child's name so it is easily identified by both your child and the educator. If you have more than one child in attendance at the Centre, please bring one bag per child.

- **HAT-** A hat to wear outdoors that offers good sun protection for your child's face. We have a strict No Hat No Play policy at the Centre, which carries through all year round, so hats are still required in the winter months. Your child's hat should be clearly labelled.
- **FITTED COT SHEET-** A single fitted bed sheet for your child to lie on at rest time, along with a top sheet or warmer blanket (on colder days). All bedding must be clearly labelled. Any comforters used at rest time should also be packed for the day and will be returned into your child's back pack after rest time to ensure it is brought home.
- **CHANGE OF CLOTHING-** At least one complete change of clothing appropriate for the weather / season. Any wet clothing will be rinsed out, placed in a plastic bag and popped into your child's backpack. If your child is toilet training, it is suggested that you pack a few additional pairs of underpants and bottoms e.g. pants or shorts in case of accidents.
- Please do not send your child to the Centre in clothes that are difficult for them to dress or undress themselves. At Panania Child Care Centre, we encourage "self-help" skills and "independence", and it can sometimes be quite stressful if they are unable to manage their own clothing (particularly if they are toilet training)
- **WET WEATHER CLOTHING-** We are encouraging the children to play in wet weather when the temperature is appropriate. Please pack some gum boots and rain coat so we can have some fun!

NAPPIES /PULL-UPS- If your child is in nappies or pull-ups, you will need to provide 5 of either of these a day. The girls will get these out of your child's bag as required.

- MILK BOTTLE- If your child has bottles (please ensure these are clearly labelled). They should be already prepared with your milk of choice and are to be handed to one of your Child's teachers when you arrive for the day, so they can be immediately refrigerated.
- WATER BOTTLE- A clearly labelled drink bottle filled with water.
- LUNCH BOX- A lunch box clearly labelled filled with healthy food and snacks for morning and afternoon tea and lunch. Healthy snacks such as fruit, yogurt, sandwich etc.
- Please ensure that all foods requiring heating are supplied in a BPA Free container.
- For your child's safety, please ensure that your child is wearing comfortable and appropriate foot ware, for running, climbing and playing at the Centre. Shoes should be secure on their feet and cover most of their foot. Preferably No Thongs.
- Please do not bring your children's toys from home, unless they are bringing it in for "news" or "show and tell" activities as advised by the educator. In this case, they will be kept in the office for safe keeping until required. Educator cannot be responsible for any toys that are brought into the Centre that get lost or broken. If you have any concerns or queries, you can always ask an educator member and we will be happy to assist you.

Children are able to drink whenever they are thirsty so please ensure they have a drink bottle filled with WATER only - that your child can recognise and manage independently. They are also able to eat when they are hungry, although lunch will be eaten as a group with emphasis placed on socialising with their peers.

The staff will encourage good nutrition and nutritional habits, and a nutrition policy exists.

Food is an excellent place for bacteria to grow. We therefore, provide a fridge in the kitchen and rooms. Please put all lunch boxes within these fridges. Water bottles are to be placed in the containers in your child's room.

Anaphylaxis Policy

Due to the rise in the number of children with severe allergic reactions (anaphylaxis) the centre is a NUT AWARE and WHOLE EGG PRODUCT AWARE zone.

Please do not send peanut butter sandwiches or other products with nuts to the centre (e.g. muesli bars with nuts, etc). Boiled eggs or egg sandwiches also must not be sent to the centre. If you send a food that is not allowed to be eaten at the centre, staff will pack the item away in their lunch box and give your child a suitable alternative if required. At this stage products that state "may contain traces of nuts" are allowed at the centre. Muffins and products with eggs in them are also allowed. Should we need to alter this you will be notified of the change of procedures. If your child suffers from Anaphylaxis, please inform the directors and you will be required to supply the centre with an appropriate Action Plan from your doctors. Please be assured that staff are trained in anaphylaxis management and are very strict to enforce the nut and egg free zone. You must provide the centre with an epi-pen or other medication in case of an emergency.

Please see 'Medical Conditions' Policy which will be sent out to all families upon Enrolment.

Guiding Children's Behaviour

This section is under review at the moment so will be updated and sent to families once completed.

We aim always to provide an environment that encourages children to learn self-discipline, respect themselves and others, care for others and the environment, and how to co-operate with other people.

Staff, by using a positive approach will guide children's behaviour. Unacceptable behaviour too will be dealt with using positive forms of discipline, such as talking about the inappropriate behaviour, redirection or spending time at a calming or quiet activity. If staff are having difficulty managing your child's behaviour they may seek a meeting with you to discuss a behaviour management plan with you. Please refer to our detailed "Guiding Children's Behaviour Positively" policy in the folder in the foyer for more information.

Students

Students from various universities and colleges may visit the centre to gain practical experience in the field as a part of their training. Students may need to observe your child as a requirement of their studies. Permission will be sought by you if this is the case. They like the staff will at all times remain confidential regarding their observations of the children and the centre. We may also have visits from students from local high schools doing their work experience. We feel it is important to give these students this opportunity and we value their contribution to our centre.

Child Protection

It is mandatory for educators to notify suspected abuse and neglect of children to the Department of Community Services. All educators are aware of issues relating to child protection. It is an educator's responsibility to keep children safe at all times. The Centre has a child protection policy that identifies the types of abuse, indicators and educator's responsibilities for the rights of the children it is important for parents to be aware of this policy.

Policies

The Centre's policies reflect our Centre philosophy and are in place to ensure that we provide high quality care for all children attending Panania Child Care Centre. Our policies have been formulated and reviewed by both educators and parents and are reviewed yearly to ensure they are kept current and up-to-date. The policy folder is available for parents, if you wish to view these. Policies will regularly be emailed and displayed at the Centre for parents to review.

Privacy Policy

We respect your privacy

In order to provide you with the highest standard of service our organisation is required to collect personal information from you about your children and parents/guardians before and during the course of a child's enrolment in our service. We are committed to protecting your privacy and we abide by the National Privacy Principles contained with the Privacy Act

Accident and Illness Policy

If a child should have an accident whilst at the Centre, every effort will be made to make the child comfortable until contact has been made with a parent. All certified supervisors hold a current first aid certificate and will assess the situation/accident, treat the injury or call the doctor/ambulance, as is deemed necessary. An educator will accompany children who need to be transported by ambulance to hospital. Parents will be contacted immediately. Details of all accidents will be recorded on an Incident, Injury, Trauma and Illness record. Parents will be required to sign any documentation.

When do you keep your child at home?

High Temperature	Measles	Whooping
Herpes (Cold Sores)	Head Lice	Tonsillitis
Mumps	Chicken Pox	Ringworm
Rubella (German Measles)	Vomiting	Severe Skin Rashes
Excessive discharge from eyes or nose	Hand, foot, mouth, disease	Productive cough (bringing up mucous)
Coronavirus COVID-19		

If a child arrives at or becomes ill whilst at the Centre, parents will be notified. All unwell children will be treated as contagious and kept apart from other children as much as is practically possible in the Centre environment. Children will be made to feel as comfortable as possible. Parents will need to collect children immediately to avoid possible infection to other children and educator.

Children and educator will be excluded from the Centre if they have any contagious illness. The period of exclusion will be based on the recommendations outlined by the Department of Health. A medical clearance letter from your doctor will be required before returning to the Centre.

Parents will be informed at the breakout of any excludable disease/illness in the Centre. All individual rights of privacy, will be upheld at these times.

Positive hygiene practices with children

We encourage all families and children to wash their hands-on arrival and departure. This helps minimise cross infection between the service and the home environment.

Immunisation

All children who enroll in any Child Care service or school need to produce proof of immunisation as per the new immunisation regulations introduced by the Department of Health. A copy of this record needs to be attached to your child's enrolment form. It is important that your child's immunisations are kept up to date.

If your child is not immunised or up to date please provide us with information regarding this and be aware that if there is an outbreak of a disease that can be immunised against, your child may be excluded from the Centre.

PLEASE NOTE: during this time, childcare fees are still to be paid.

For information on General Communicable Diseases and Exclusion Periods please see educator.

Your Child's first Day

The first weeks at our Centre will be an adjustment period for both you and your child. Some children will become unusually quiet and will not join in activities. Other children will cry and cling to you. Some children may become over stimulated and act aggressively and many times children adjust to a group setting without any apparent difficulty at all.

To assist your child to settle more quickly on the first day we ask that you stay for about 10-20 minutes and join in some kind of activity with them.

When your child has settled in and the time comes for you to say goodbye, your child may become upset. Don't panic. Just call an educator and say goodbye to your child and leave quickly. Children do not stay upset for very long but will find it harder if you prolong it or they sense that you are upset too.

Remember to say goodbye quickly and tell your child you will be back. In no time at all your child will settle happily into the Centre.

Here are some suggestions to assist you:

- Say "Goodbye"
- Don't prolong the farewell
- Say "I'm going now. I'll be back this afternoon"
- Give your child a kiss and a hug before you leave
- Always let the Centre educators know that you are leaving. This will signal the educators to give a little extra support to your child should they need it.
- Please ring throughout the day to see how your child is going.

The educators at Panania Child Care Centre look forward to working with you and your family

Joyful Freedom

RATED

EXCEEDING

NATIONAL QUALITY STANDARD

