



Revesby Early Learning Centre

General Information

Opening Hours: 7:00 am – 6:00 pm

We open 50 weeks a year.

We will close on all public holidays and 2 weeks over Christmas and New Year.

This handbook outlines the information you will need to be aware of while you are part of our centre. It is important that you read this information and ask us any questions about matters that concern you.

You will find a section in your enrolment form which you are required to sign, indicating that you have read the information given to you within this handbook and that you agree to abide by our policies during your time at our centre.

Should you require this booklet or any of our information to be translated please do not hesitate to notify the Nominated Supervisor, who will contact an interpreting service.

Parent Handbook 2017

Table of contents

<u>General Information</u>		Authorised collection of child	9
Management Structure	3	Arrival and departures	10
Philosophy	3	Parent involvement	10
The program	4	Priority of access	10
<u>Children</u>		Provisions	10
Those anxious first few weeks	5	Bond and Administration	10
What to bring	6	Billing	10
Birthdays	6	Late fee	11
Clothing	6	Attendance and absences	11
Toys	7	Notice of withdrawal and alteration of attendance	11
Lockers	7	Medication	11
Guidance and discipline	7	Nut free	11
Rest and sleep	8	Sun protection	11
<u>Parents</u>		Accidents	12
Communication	8	Centre safety	12
Family grievances	9	Important contacts	12
Special events	9	Useful websites	15

Parent Handbook 2017

General Information

Revesby Early Learning Centre is a privately owned and family run centre. We are licensed to cater for 77 children per day. Our service participates in the Quality Improvement and Accreditation System (QIAS). This process aims to provide children in the early years with high quality care that best promotes their learning and development.

Revesby Early Learning Centre Management Structure

Revesby Early Learning Centre works on a Management team approach. The Management Team is made up of a Centre Director, Nominated Supervisor and Certified Supervisor's.

Our Philosophy

Children - We see children as unique and capable individuals, who come to our Service with their own interests, talents, skills, and ideas. We as Educators are well trained and passionate. We value, respect and appreciate this uniqueness. We feel children have a right to be active participants in their own learning and must be empowered to express their views and ideas. A child's opinion must be valued for its validity to their perspective and their autonomy and initiative needs to be respected. We as Educators will protect and cherish the innocence of children and thus provide a safe and secure environment. As we unpack the Early Years Learning Framework (EYLF) we will work alongside your child to actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

Family - We acknowledge that family is the most important and influential aspect in the lives of young children and the significance of their relationships cannot be underestimated. We aim to ensure we involve parents and families into all aspects of the programs development and implementation. We strive to develop positive, mutually respectful relationships with each family member, as we work in partnership to achieve the best possible outcomes for all. We believe that working in partnerships with families is central to ensuring continuity and progression in a child's learning, development and future success.

Program - In Early Childhood Education the curriculum is not the focus, the children are. We feel that a meaningful, integrated, emergent curriculum using EYLF as the Framework is the most beneficial to children's learning across all developmental domains. A curriculum in which children are active participants and collaborators allows for a more individualistic and meaningful involvement by the children. We believe children are unique individuals who develop at their own rate, and thus by providing enriching, meaningful and realistic opportunities children will explore, create, discover, and imagine. Our programs reflect planned and spontaneous experiences designed to support children's

Parent Handbook 2017

development in all domains. Through the EYLF, the program will see Educators use intentional teaching, (it's deliberate, purposeful and thoughtful). Educators who engage in intentional teaching recognise that learning occurs in social contexts and those interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills (EYLF).

Educators - For the Educators In any early childhood setting, team work and effective communication are essential requirements for positive outcomes across all aspects of the Services' functioning, for 'together everyone achieves more". Educators are responsive to all children's strengths, abilities and interests. We will value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning (EYLF). We aim to create an environment of trust and respect, where we work towards achieving a shared goal. Ongoing education and training is a critical aspect of staff's professional development. It is through accurate evaluation and assessment, which occurs when we critically reflect on our actions, that we are able to identify areas which may be considered a skill and those which may need further development. We recognise Educators/Staff as our Service's most precious resource and aim to provide them with a satisfying and safe working environment. Further we also appreciate the experience and skills of all Educators/Staff. We appreciate their dedication as an integral element of the success of our Service.

Community - We strive to be seen as a Service of Excellence within our community, a Service which values community involvement in all aspects of our program. A Service where community resources are utilised effectively, to enhance the growth and development of individual children, families, and Educators/Staff.

Environment - Children inherit connection to the natural world and, as Educators/Staff, we understand that children often develop their ideas and understandings of the world around them from the information presented to them by the significant adults in their lives. As we are one of these significant adults, we have a responsibility to present a positive approach to the environment. We also embrace diversity within our Service and the wider community, so that children view this diversity with a sense of appreciation and wonder rather than misunderstanding and fear. Through respect, acknowledgement, appreciation and acceptance of diversity within our Community, our Service will embrace, celebrate and share traditions and cultures throughout our program. Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Our Service will cater for different capacities and learning styles and invite children and families to contribute ideas, interests and questions (EYLF).

The program

Our program reflects the general philosophy of the service with a clear balance between teacher led experiences and child initiated investigations. We incorporate the Early Years Learning Framework and National Quality Standards in our practice to assist children to reach their full potential through their

Parent Handbook 2017

journey with us. Children are provided with repeated opportunities to apply and practice, advancing their learning through repeated exposure. Experiences offered at the centre involve:

Literacy	Our world and sustainability
Numeracy	Cooking
Science and Technology	Active Play
Creative arts	Sensory exploration
Music & movement	Physical Health and Education
Language	

A Daily Journal is sent out every day via email. Here you will find a summary of your child's day, activities and interest's along with further planned experiences and pictures. Please keep the room educators up to date with your child's interest and strength.

Due to the training and experience of our staff, we are able to provide a developmental and educational program for your child that is a result of discussion and observations with the intention of fulfilling your child's interests and needs.

All work samples, photographs and observations are documented in your child's electronic portfolio and will be shown and discussed with you at the parent/teacher meetings held twice yearly. These portfolios are available to you upon request for viewing.

Those anxious first few weeks

Revesby Early Learning Centre provides an orientation process for new children and their families. Most children will show a varying degree of separation anxiety which will subside as your child becomes familiar with the environment.

Two one hour sessions will be arranged in consultation with management before your child's first day. This is an opportunity for your child to familiarise themselves with the environment, the other children and staff while having the security of a family member present.

Two half days will then be organised for the first week and parents will arrange to pick them up after lunch. This can gradually increase to a full day on their second or third day of attendance. You are welcome to call throughout the day to check how your child is settled in. Alternatively, you can drop by to visit anytime.

Some helpful hints:

* It is best to make your goodbyes quick. Hesitating and not leaving after you have said goodbye only prolongs your child's anxiety and confuses them. Most children who have trouble separating soon settle and shortly turn their attention to an activity.

Parent Handbook 2017

- * Try to establish a routine when leaving. For example, a cuddle and giving them to a staff reassuring them that you will be back in the afternoon.
- * Try to talk about the centre at home, by mentioning names of staff and other children. Talk about the fun and enjoyable things they are able to do when they arrive.
- * Provide a comforter to support your child when they are separating from you to help settle them at sleep time. This will help your child feel more secure.
- * Help staff to understand your child's needs. For example, what activities they enjoy the most, successful ways of helping them rest, etc.

What to bring

A school bag containing:

- *A hat (with a brim, not a cap),
- *A change of clothes that is weather appropriate and clearly marked (two changes for children under 4),
- *An adequate quantity of nappies/pull ups for the week (if applicable),
- *Bed sheets or cot sheets to put on the portable beds,
- * Sleeping comforts if required, and
- *A drink bottle containing water (no juice or cordials please).

These should be given to staff or left in the designated areas.

All of the above items must be clearly marked with your child's name. Items will inevitably go missing however those which are marked will usually be returned.

Birthdays

A child's birthday is a special event in their lives. You are welcome to share this celebration with the group by bringing a treat. However, please review our policy on birthdays and check with your child's teacher prior, in some cases children have allergies or special dietary requirements.

Clothing

Play:

We advise families to dress children in comfortable clothes which they can move freely in during play and can stand a little dirt.

Independence:

Parent Handbook 2017

Please dress children in clothes and shoes they can manage themselves i.e. no belts, clasps, shoelaces. Your child's clothing should reflect their level of independence especially with regards to toileting.

Safety:

Please do not dress your child in clothing with cords e.g. hats, shorts etc. as these have the potential to become caught in equipment and may cause serious harm to your child.

Toys

We discourage toys from home as they are often the cause of conflict among the children and will inevitably get lost or damaged, causing unnecessary distress to the child. A security item is acceptable for rest time or for the settling period or on your child's scheduled day for show and tell.

Lockers

Each child will be allocated a locker which will hold their belongings during their stay at our centre. Please check this space at the end of the day for your child's art work. If your child attends less than five days they will share this locker with another child so all the belongings must be taken home at the end of your child's week.

Guidance and discipline

At Revesby Early Learning Centre we encourage positive, co-operative behaviour through:

- * The three C's of calmness, consistency and consequences,
- * Using positive approach in guidance and discipline by attempting to recognise why a child behaves in a certain way and encourage more acceptable behaviour
- * Establishing trust and confidence between adult and child
- * Considering the stage of development of each child
- * Using language that is positive, clear and developmentally appropriate for the child in question
- * Being consistent with behaviour expectations
- * Setting limits and reminding children of them regularly or whenever necessary
- * Involving the children in the setting of limits and explaining as to why a certain type of behaviour is unacceptable e.g. other children and staff safety
- * Encouraging the children to show sympathy for children experiencing difficulties
- * Guidance and discipline to encourage individuality and confidence of children so as to enhance their self-esteem

Parent Handbook 2017

* Offering the children clear alternatives to help them develop their ability to make decisions and direct themselves

* Positive modelling by adults, e.g. “**sand stays in the sand pit**” rather than “don’t throw sand”.

* Discussing with parents the behaviour management policy and seek their assistance for solutions should the need arise.

Rest and sleep

Your child’s day is full of action and excitement which can be quite exhausting for them. For this reason we encourage a rest during the day. However, the length of the child’s rest is dependent on their needs and no child will ever be forced to sleep. Preschool age children will be encouraged to rest but for a shorter length of time and with the option of participating in quiet activities. This time is reduced in preparation for school. Please feel free to discuss your child’s rest needs with your child’s educator

Communication

The best way for us to provide each child with effective care and education is through a strong partnership with their family. We understand that preferred modes and convenient times for communication varies greatly between families and for this reason we have set up a range of ways for you to be able to exchange information with staff.

* Send an email to the Nominated Supervisor at revesbyelc@gmail.com,

* Face to face verbal interaction at arrival or departure times,

* Parent and staff communication book.

We will communicate events and information with you through:

* Face to face verbal interaction at arrival and departure,

* Daily e-books sent by email to all parents,

* All accounts, newsletters and important notes, upcoming events will be sent out by email to all parents,

* Occasional surveys or feedback forms to gain your thoughts concerning a topic and update information,

* The daily sign-in sheet which will tell you about your child’s routine for the day (toileting/eating/sleeping), and

* Parent Notice boards located where the sign in and out sheets are.

Parent Handbook 2017

Family grievances

Families' comments and concerns in any area of work are encouraged to be brought to our Nominated Supervisor. We urge open and honest communication which may help us improve our centre or our performance.

Any family member with a concern or complaint in relation to the service provided is encouraged to follow these steps:

- * Families may approach a staff member with concerns or complaints relating to that particular staff member only. Staff may ask for the concern to be put in writing using the provided feedback/complaint form located at the sign-in area.
- * Families may fill out the feedback/complaint form located at the sign-in area and place in the suggestion box anonymously.
- * Families may alternatively address the Nominated Supervisor directly through verbal communication.
- * If no response or actions have been taken or the issue cannot be resolved:

Parents are entitled to contact a Children's Services Advisor at Community Services www.community.nsw.gov.au

Special Events

Revesby Early Learning Centre will regularly organise incursions, guest speakers and special parent events throughout the year. You will be informed of these a few weeks prior to the event in the monthly newsletter. Please refer to event calendar of the year for more details.

The 4 and 5 year olds will sometimes be taken on excursions outside the centre; however, our younger group will be involved in mobile excursions which come to the centre. If an excursion has been planned your written permission will be needed and you will be informed where, when and how your child will be taken to the excursion.

Authorised person to collect your child

The centre must be notified when a person other than the child's parents will be collecting their child. This person should be one of the people given authority on the enrolment form. No child will be allowed to leave the centre with a person who is not on the enrolment form, unless prior arrangements have been made with management. You must also inform the authorised person that they will be required to produce photo ID upon collecting the child.

Parents are required to inform the centre if there is a court order affecting their child's custody and provide the centre with a copy. Without a court order we will not be able to prohibit a parent from collecting their child.

Parent Handbook 2017

Arrival and departure

It is of the utmost importance that parents sign their child in and out daily. In the case of an emergency this document will be used to calculate and account for the number of children on the premises. Not signing in each morning will also affect your child care benefit in regards to allowable absences as children will be marked absent.

Parent Involvement

Your contribution of ideas, experiences and skills are greatly valued and always welcomed. We encourage you to please let a staff member know of any suggestions, feedback and input and also if you are available to contribute your talents or hobbies to the centre.

Priority of access

Under family assistance office guidelines in respect to the child care benefit there are guidelines to priority of access to care which are:

- * A child at risk of serious abuse or neglect,
- * A child or parent (or both parents if you have a partner) who satisfies the Government's work, training, study test.

Provisions

Our centre provides fresh fruits and snacks for morning tea and afternoon tea each day. Lunch is provided by a qualified chef. Menus can be found in each classroom and at the kitchen.

Bond and Administration Fee

Our centre requires:

- 1 \$500 bond which is refundable at cancellation of care, with 4 weeks **written** notice provided. If satisfactory notice is not given, the bond will be retained.
2. \$80 admin fee non-refundable
3. \$20 door tag which is refundable upon returning the key in good working condition.

Billing

A weekly billing invoice will be issued to you via email and payments can be only be made through EZI Debit, through your nominated bank account or credit card.

Parent Handbook 2017

Fees must be paid on time. Parents falling into arrears (2 weeks) will be required to show reason why their child's enrolment should not be cancelled. A late fee of \$10 per week will be applied after the 2 weeks per week, until the arrears has been cleared.

Late fee

Parents are requested to pick up and exit the centre prior to 5.45 pm. If your child remains at the centre past 5:45 pm a late fee of \$2 per minute will be charged to your next invoice. Should a parent be late on several occasions then your child's enrolment could be jeopardised.

Attendance and absences

Full fees are payable for each day your child is enrolled at the service including sick days, holidays and public holidays. With the only exception being the 2 week Christmas break. When a child is absent for any reason we must be notified **especially in cases of illness**. This will help us to monitor outbreaks and epidemics.

Notice of withdrawal and alteration of attendance

It is our policy that parents give 4 weeks written notice before they withdraw from the centre, however as much notice as possible is appreciated. If 4 weeks' notice is not given, 4 weeks of fees will be added to your account. Monies will be reclaimed from the bond paid at enrolment if sufficient notice is not given. Please note the notice period does not include the 2 weeks break over Christmas and the New Year.

If your child's attendance pattern needs to be altered, at least two weeks' notice must be given. Every effort will be made to meet your needs, but until the place is filled, responsibility of payment remains with the family.

Medication

Medication will only be administered to a child if it is in its original packaging and prescribed by a doctor in the child's name. We do not administer over the counter medicines. A medication form must be completed and signed by a parent before medication is given. The medication must be handed to a staff member to be put into a locked container. **Please do not leave medication in your child's bag.**

Allergy Awareness

In order to effectively protect the children in our centre who have severe nut allergies, this service remains a nut free environment. We ask that all families keep this in mind. Please do not bring food in any form of nut products.

Sun protection

In keeping with our sun protection policy we require that all children are provided with a sun hat for outdoor play. We advise that you keep this in your child's locker or bag so that it is not forgotten at

Parent Handbook 2017

home. We also ask that parents apply sunscreen before arrival in the mornings. Sunscreen will be re-applied again before outdoor play in the afternoons.

Accidents

In case of an accident or illness occurring at the centre, the nominated supervisor will contact parents if necessary and then document what happened. **It is of extreme importance that we have updated emergency contact details.** In case of an emergency resulting in the need of immediate medical attention, this will be arranged by the Director with every effort made to contact the family as soon as possible.

Centre safety

- *Always shut gates and doors behind you
- *Please wash your hands on arrival and departure using the hand gels located near the entrance gates
- *Never leave a child unattended in the car while collecting children at the centre
- *Always hold your child's hand when enter or existing the centre

Important contacts

Community Services (head offices) 9716-2222
www.community.nsw.gov.au

Local police

Local Fire station

Poisons Information Centre 131126

Family Assistance 136-150

Immunisation Hotline 1800-671-811

State emergency service 132500

Parent line NSW 1300-1300-52

Provides professional, free phone counselling, information and referral to parents and carers who care for children aged 0-18 years. Funded by community services to run 24 hours, 7 days a week.

Family Education Australia
www.fea.org.au

Parenting education workshops run by parents who want to help each other to raise their children to be happy and responsible adults.

Parent Handbook 2017

Useful Websites

www.kidshealth.org.au

www.resourcingparents.com

www.allergyfacts.org.au

www.kidsafe.nsw.org.au

www.acecqa.gov.au/

www.BedtimeAndToiletTrainingSolutions.com.au

www.raisingchildren.net.au

www.childcarehat.com.au a forum designed for families to discuss childcare issues covering all aspects of childcare

www.childlink.com.au provides information in a variety of languages on how to find a service for your child with additional needs

www.econnections.com.au centre for community child health providing up-to-date information for families and professional working with children

www.childsafetyaustralia.com.au child and community safety advice and information

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