

# Burns Bay Cottage



## Critical Policies Package

Centre Management  
National Quality Framework  
Philosophy

### Quality Area 1: Educational Program & Practice

The Program  
Portfolios & Documentation  
Special Programs

### Quality Area 2: Children's Health & Safety

Medication  
Child Health  
Food, Nutrition and Beverages

### Quality Area 7: Leadership & Service Management

Fees  
Enrolment and Orientation



## CENTRE MANAGEMENT

Burns Bay Cottage is a privately owned Centre and licensed by the Department of Education and Community Services. The Early Childhood Education Centre (ECEC), a management consultancy group, manages the service. Burns Bay Cottage provides long day care and education for children 0 to 6 years. The Management believes that each child is special, unique and has a sense of vulnerability which needs to be nurtured. We believe that all children require and deserve to be cared for and educated in an environment which is warm and welcoming, yet provides a stimulating creative climate which will nurture their special individual interests, skills and capabilities that the children and their families bring to the Centre. The Management believes that childcare is an essential requirement for working families, fostering community ties and meeting the emotional, educational and social needs of young children. Only quality childcare can meet these requirements. The Management believes that quality care and education means:

- Having close consultation with parents, families, carers and the local community
- Educators who are qualified, experienced and sensitive to each child's needs
- Developmental learning programs designed to suit individual interests, needs and skills of each child
- Appropriately designed buildings and play spaces to effectively facilitate children's play and learning
- Ongoing self-assessment and quality improvement processes evaluating all Quality Areas in conjunction with educators, families and the community
- Annual performance reviews of all educators and coordinators
- Regular in-servicing and evaluation of staff
- Periodic assessment of management procedures
- Promoting diversity within our Centre community by advocating for all cultural backgrounds, a range of family structures and providing integrated inclusive practices for children with additional needs

The Management supports the principal of the National Quality Framework and Quality Improvement Plan to ensure the maintenance of a quality service to the families and children in our care.

**If at any time you have comments, suggestions or ideas you wish to contribute to the programme in the Centre, please do not hesitate to put these in writing for consideration, as we value family input in to our children's learning.**

### NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
QA5	5.2.3	The dignity and the rights of every child are maintained at all times
QA7	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
	7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
	7.2.3	An effective self-assessment and quality improvement process is in place

### National Regulations

Regs	73	Educational program
	76	Information about educational program to be given to parents
	103-110	Physical environment
	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

### EYLF

LO1-LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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#### Source

- [Belonging, Being, Becoming – the Early Years Learning Framework for Australia](#)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard, October 2011](#)



# NATIONAL QUALITY FRAMEWORK

## **Aim**

Our Service participates in the National Quality Framework (NQF). The Service aim is to provide the highest quality education and care available across all areas.

## **Implementation**

Our Service participates in and values the National Quality Framework (NQF), including the national “Quality Standard (NQS), Belonging, Being & Becoming – The Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children’s Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service’s self evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months.

The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA. Educations will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates via email including in newsletters about the Service’s current stage in the process.

## **The Seven Standards under the NQS are:**

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

## **The Ratings are as follows:**

- Excellent
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Toward National Quality Standard
- Significant improvement required

We will access regular updates on the ACECQA website – [www.acecqa.gov.au](http://www.acecqa.gov.au)

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## **Source**

- Belonging, Being, Becoming – the Early Years Learning Framework for Australia
- Education and Care Services National Regulations 2011
- National Quality Standard, October 2011



## PHILOSOPHY

At Burns Bay Cottage Child Care Centre we offer a comprehensive integrated service where care, education, health, safety and nutrition programmes seek to foster children's development and provide support for families and all who care for and are involved with young children. All children enrolled at Burns Bay Cottage Child Care Centre will have access to the services available and the integration of children with additional needs will be supported.

"From birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly through families who are the children's first and most influential educators." (EYLF p.7) We believe that the early childhood educators are an extension of this family. Our vision for children's learning is to create a home-like warm environment which in turn creates an effective learning environment. Therefore our early childhood educators aim to create a space where the child's home and familial context is reflected on a daily basis.

We believe that children learn best when they feel a sense of Belonging which is facilitated in the way we form connections and bonds with children, families and the wider community, encouraging involvement at all levels.

Our early childhood educators foster the child's sense of Being through enabling their play and allowing children time to explore, investigate, and meet and overcome challenges. The children are able to be present in the here and now and be active participants in their own learning.

Through relationships, play and the knowledge the children gain from these important experiences, children's capacities and understanding develop to better cope with future challenges and changes. In turn facilitating a sense of Becoming where children are encouraged to develop skills for success in future education and life.

### **Mission Statement**

#### **In relation to the child:**

- We provide a warm, safe, caring, stimulating child directed environment that meets the unique individual developmental needs of the child.
- We recognise that the quality of early relationships, experiences and environment strongly influence children.
- We believe that each child comes to the Centre with a unique set of experiences, culture, knowledge and interests which drives our learning program.
- We acknowledge that children are active competent learners who make sense of their environments through play by investigating, exploring and hypothesising.

#### **In relation to families:**

- We actively seek, support and encourage the interest and involvement of families.
- We seek to build on the child's home experiences by acknowledging and embracing family cultural background.
- We endeavour to support meaningful relationships between the families and educators.
- We encourage families to meet and discuss their child's interests and development on an ongoing basis.

#### **In relation to educators:**

- We value the educator's unique experiences, culture and qualities and encourage them to share these with their colleagues, children and families.
- We encourage educators to be a resource and guide for children's learning by organising environments that are rich in possibilities and provocations.

#### **In relation to the community:**

- We provide an avenue of communication between families and the wider community in relation to gaining information about Early Education and Care.
- We believe that the local community is rich with learning opportunities for the children, families and educators.
- We utilise and incorporate various community organisations and facilities when appropriate and links to our programme.

*“In their early years, children need multiple ways to build a solid identity and connections with those around them – their families, peers, role models, culture and community, and the natural world. Children bring a powerful drive to learn and understand what’s around them. They learn best when offered interesting materials, ample time, and opportunity to investigate, transform and invent.”*

(Designs for Living and Learning: Transforming Early Childhood Environments – by Deb Curtis and Maggie Carter, 2003)

## NQS

QA1	1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
	1.1.5	Every child is supported to participate in the program
	1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world
	1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning

QA5	5.2.3	The dignity and the rights of every child are maintained at all times
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QA7	7.2.1	A statement of philosophy is developed and guides all aspects of the services operation
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## National Regulations

Regs	55-56	Quality Improvement Plans
	73	Educational program
	76	Information about educational program to be given to parents
	113	Outdoor space – natural environment
	114	Outdoor space – shade

## EYLF

LO1-LO5		All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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### Source

- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [Designs for Living and Learning: Transforming Early Childhood Environments](#) – (Deb Curtis & Margie Carter, 2003)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard, October 2011](#)



## THE PROGRAM

### Rationale

Educators aim to create a positive learning environment and guide experiences for each child in conjunction with their family. The Centre runs an Emergent Curriculum and Teacher Directed program based on key learning areas where children and educators are encouraged to interact and follow interests. For this effective program to work, educators must also consider and plan for the needs of individual children enrolled at the Centre each day. Thought must be given to the age, developmental stage, number and personalities of all the children and the timetable of activities and routine events in the day. The Program fosters the development of the whole child, that is, the social, emotional, thinking, creative, physical and communicating child.

### Goals

- To encourage children to play cooperatively with one child initially and eventually in a larger group
- To encourage children to verbalise their needs, desires, and their knowledge
- To encourage children to think, to problem solve, to question, to explain their thoughts, ideas and conceptual knowledge
- To encourage children to exercise and use their bodies physically by climbing, walking, running, jumping, bouncing and cycling etc.
- To encourage children to express their anger, frustration, joy and happiness in socially acceptable ways

### Implementation

**Our Educational Leader is Emily Doyle, Bachelor of Education (Early Childhood Education).** The role of the Educational Leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

*Our Service is committed to the Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF) for children birth to five years. Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to view however remains the property of the Service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.*

### Early Years Learning Framework

The education and care of children enrolled at Burns Bay Cottage is the focal point of the Centre's operation.

The EYLF is a foundation which guides the development of all learning experiences and advocates the collaboration between the child, centre, family and community.

The educators at Burns Bay Cottage program emergent and interest based experiences that foster the development of the whole child. The program is based on five main outcomes that are outlined in *Belonging, Being and Becoming – The Early Years Learning Framework for Australia*. These are:

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

These Outcomes are indicated on the Program, which is developed on a weekly basis whilst also embracing spontaneous teachable moments. Our program aims to reflect the child's stage of development and facilitate their sense of belonging, sense of identity whilst ensuring that all children experience learning that is engaging and builds success for life.

We believe that within a safe and nurturing environment the young child needs interesting and stimulating activities that provide a challenge to natural curiosity, excite creativity and instil a genuine love for learning.

## A Vision for Children's Learning

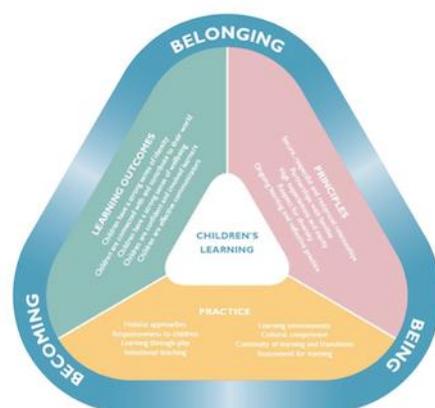


Figure 1: Elements of the Early Years Learning Framework

### Strategies

Educators recognise that:

**Learning and Development** – is guided by a sequence of learning, development and understanding of individual variations of competencies between children.

**Individual Uniqueness** – observations and documentation about learning, development, interests and needs are necessary in planning an appropriate learning environment for each child and for the group.

**Social and Cultural Diversity** – an understanding of Australia's Aboriginal and Torres Strait Islander and multicultural heritage, knowledge of the social and cultural backgrounds of each child and respect for the culture and language of their families is required when planning for a group of children.

### Program Considerations

- Rooms – organisation, use by educators/staff, unique features, physical conditions, aesthetics
- Equipment and learning materials – relevance, quantity, availability, accessibility, equity, diversity
- Planning methods – source of experience, emergent/spontaneous, teacher directed, family input
- Children's routines – sleeping, feeding, toileting
- Balance of activity – individual, small group, indoor, outdoor, quiet, vigorous
- Planned experiences – quantity, quality, timing, physical resources, educators
- Spontaneous experiences – frequency, ease of incorporating, follow up experiences
- Transitions – frequency, procedure
- Arrival and departure time of the children
- Weather and seasonal variations

### The program content is shaped by:

- The children's interests, strengths, needs and their special competencies
- Collaboration with children and families to provide relevant learning experience for each child
- Experiences and materials which reflect cultural diversity and avoid bias
- Children's interests both within and outside of the Centre
- Families and resource people involvement in the program planning experiences for children with additional needs
- Development in the physical, social, emotional, linguistic and cognitive areas through learning experiences involving music, visual arts, movement, language, literature, drama, mathematics, technology, science, health, safety, the natural environment, equity and cultures
- Skills and behaviours such as a sense of belonging, creativity, curiosity, independence, self-help skills, decision-making and negotiation
- Allowing time for children to do things for themselves and have moments of solitude
- Our environment which provides scope for children to leave the main play areas and activities and return to their play at a later time
- Learning areas which are set up both inside and outside with materials always available and experiences which span many aspects of learning
- Adequate resources provided for all children
- The physical environment which is adapted as needed
- Responding to babies/infants individual needs and routines

- Individual and group play settings
- Minimum restrictions and waiting periods for activities
- Strategies to foster children’s learning, including wondering, exploring, testing, predicting, problem-solving, seeking out information and negotiating
- Routine procedures as occasions for conversation and learning self-help skills and independence

The program is linked to the Centre’s Philosophy and broad goals, as well as each child’s developmental record. It is monitored by efficient record keeping and regular evaluation. The Program provides sufficient predictability to give children a sense of security, while allowing for considerable flexibility for adjustments such as the weather, visitors, attendance patterns, special events/occasions, family input and children’s interests.

## NQS

QA1	1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	1.1.4	The documentation about each child’s program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
	1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

## National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program
	118	Educational Leader

## EYLF

LO1-LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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### Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia \(Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009\)](#)
- [National Quality Standard, October 2011](#)
- [ECEC Management](#)



# PORTFOLIOS & DOCUMENTATION

## Rationale

“A developmental portfolio should be more than a random collection of all the products a child happens to make. Ideally it is the outcome of a process in which teacher, child and parent are all involved in contributing to, selecting, and viewing its contents for the purpose of documenting both developmental milestones and this child’s unique way of representing his or her experiences”.

“An important task for the teacher of young children is taking notes and making other representations of children’s spontaneous activity. In the role of scribe the teacher becomes its keeper of memories... documentation of what happens in a school setting provides teachers, parents and children with a storehouse of memories from which to research, plan and understand. Through documentation the often missed words and actions of young children are captured and made visible, and in doing so families and the community are invited into a relationship of reciprocity with the centre”. (Jones & Nimmo, 1994)

## Goals

- To create a memory of what the child enjoyed throughout their year
- To give children and families an opportunity to be part of the documentation process

## Strategies

- Portfolios will be available for both families and children to view and contribute to during daily learning activities as well as more formal times such as Parent/Teacher conferences
- Parents will be invited to contribute both written and pictorial pieces to their child’s portfolio and learning program through avenues such as Family Input forms and My Weekend Forms etc.
- Children will have the opportunity to select items they would like displayed in their portfolio
- Children will have the opportunity to read, reflect and revisit the experiences they have been involved in

## NQS

QA1	1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.4	The documentation about each child’s program and progress is available to families.

## National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program

## EYLF

LO1-LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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## Source

- Digital Documentation, Kim Walters (2004)
- Jones, E. & Nimmo, J. (1994). *Emergent Curriculum*. National Association for the Education of Young Children, Washington.
- Education and Care Services National Regulations 2011
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- National Quality Standard, October 2011



# SPECIAL PROGRAMS

## Rationale

Children come to the child care environment with a broad range of interests, skills and ideas. In order to facilitate the learning of each individual in as many contexts and experiences as possible, the Centre should provide additional programs supported by parents and perhaps offered by outside specialists to maximise each child's potential.

## Strategies

The following special programs will be provided:

- **Gross Motor**

The Fundamental Movement Skills program is run by the educators at BBC who have had inservice training to carry out gross motor programs. The sessions are completed daily by BBC educators. These sessions target specific gross motor skills and fundamental movement skills. They lead the children through various developmentally appropriate experiences that both encourage and challenge children's gross motor skills.

- **Bonkers Beat Music & Wellbeing Program**

The Centre implements the Bonkers Beat Music and Wellbeing Practices. The program integrates singing, dancing, the playing of percussion instruments and yoga and wellbeing. More information is available.

- **Incursions**

The Centre plans visits from various performers and presenters that support and extend the children's learning. These range from mobile farms, story-tellers, dancers, pantomimes, cultural presentations etc.

- **Excursions**

The Centre plans excursions for children aged over 3 years of age. These are planned when special events arise in the community, are based around the children's interests and learning program, and to use community resources to facilitate the children's learning.

Families are able to access the following services through the Centre in 2016:

- **TechKnowKids**

Geoffrey and Edilia Ford are experienced professionals who are the founders of TechKnowKids, a mobile computer classroom that visits early childhood settings. TechKnowKids provides weekly specialist computer classes incorporating pre-literacy, numeracy & thinking skills in an Early Childhood setting.

- **Aria Music**

The Centre provides the opportunity for children to attend Keyboard lessons with Aria Music. They have qualified teachers that teach classes weekly. The children are encouraged to develop an understanding of note reading, rhythm, posture, technique and musicality through games, theory and hands on experience.

- **Passion Performing Arts Academy**

Cheryl is a qualified dance instructor who comes to the Centre to teach the children music and movement. Passion Performing Arts encourage freedom and creativity by incorporating music, dance and drama in an environment where children can actively learn in a fun and exciting way. The children are encouraged to communicate in an expressive way and builds confidence, strength, fitness, flexibility, rhythm and self-expression.

- **Kindy Tennis**

Zak is our KindyTennis teacher. The program designed to help teach and build confidence in developing fundamental and perceptual motor skills in children. This helps them develop the skills for not only tennis but the skills to cross over to many other sports.

## NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
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## National Regulations

Regs	73	Educational programs
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## EYLF

LO1-LO5		All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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## Source

- [Early Childhood Education Centre Pty Ltd](#)



# MEDICATION

## Rationale

There are clear guidelines regarding the administering of medication by educators. Parents and educators must be informed about appropriate procedures in giving medication to children.

## Goals

- To ensure that parents are informed about the types of medication which educators may give to children
- To ensure parents understand the specific requirements and documentation which is necessary for educators to administer medication.
- To provide the appropriate documentation and support for educators to administer medication as authorised by medical practitioners in conjunction with parents' wishes.

## Strategies & Practices

1. Educators may only administer medication which has been prescribed by a medical practitioner. The only non prescription medications that can be administered; Nappy rash cream, Savlon cream and Insect repellent will only be given after a Parental permission slip has been received by the Centre.
2. No medication will be given without the written consent of the parent or Guardian and as prescribed by a medical practitioner.
3. Parents must complete and sign the medication sheet. Full details of the dosage and time of administration must be recorded.
4. Designated educators must check the medication sheet and administer relevant medication daily. All medication administered is witnessed and signed off by a second staff member.
5. If a parent cannot be contacted in a medical emergency, the child's doctor or other medical assistance will be sought. (i.e., Ambulance, Doctor)
6. Medication prescribed for someone other than the stated child will not be given. All medication must be current and marked clearly with the child's name.
7. Only medication in the original container, with original labels and instructions will be given. No out of date medication will be given.
8. No medication will be left in the child's bag. All medication must be handed to educators for storage in the fridge or locked medication cupboard, or placed in the fridge directly by parents. Medications will be locked into the lockable first aid kit in each room or stored in the kitchen fridge which is not accessible to children.
9. Parents will be contacted immediately if incorrect medication is given or if a dose of medication is missed. If parents cannot be contacted, the child's Doctor will be notified.
10. If educators are concerned that a child is being given unnecessary medicine, prescription or non-prescription, educators must inform the Authorised Supervisor, who will ask the parent for a letter of approval from the Child's Doctor.
11. Herbal medications will be administered only if they are accompanied by a letter from a person qualified to prescribe such medications stating the reasons for the administration of the medication. An updated letter is required every four months if educators are to continue giving the medication. A medication authority form supplied by the Centre must be filled out daily by parents.
12. **Children must have a 24 hour dosage of their prescribed medication before returning to the Centre.**
13. **On return to the Centre after an identified excludable disease, parents will present a Doctors Clearance certificate.**

## NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

## National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	95	Procedure for administration of medication
	96	Self-administration of medication
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

## EYLF

LO3	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
	Educators model and reinforce health, nutrition and personal hygiene practices with children.

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**Source**

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia \(Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009\)](#)
- [National Quality Standard, October 2011](#)
- [Work Health and Safety Act 2011](#)



# CHILD HEALTH

## Rationale

Daily health and hygiene procedures must be clearly articulated and consistently followed for educators and children to work and play safely within the Centre environment. Children and educators should be protected from infectious diseases by the practice of good hygiene and by careful monitoring of children's general health and well being.

## Goals

- To reduce the spread of infectious disease by educating children, staff and parents.
- To promote and develop consistent methods of reducing the spread of infectious disease by routine hand washing and cleaning.
- To develop hygienic routines of nappy change and toileting.
- To establish safe methods of storing and handling food.
- To provide guidelines for regular cleaning of all Centre equipment and toys.

## Strategies & Practices

1. All blood and body fluids are treated as infectious. Clear gloves should be worn at all times when dealing with blood and other body fluids.
2. Hands will be washed thoroughly before and after dealing with any injury, nappy change or spills and on leaving the Centre at the end of shift.
3. Cleaning programs are developed and implemented by educators for the daily and weekly cleaning of toys and equipment
4. Nappy change areas are washed after each nappy change with warm soapy water, or as advised by DECS/Health department. Clear gloves are worn at all stages of the changing and cleaning and disposal procedure, and disposed of in the nappy bin after use. When changing a child with faeces in the nappy the use of a paper towel under the nappy area will help to stop the faecal matter getting on to the change mat.
5. Sheets and blankets are washed daily/weekly and are not shared; mats, cushion covers and dress up clothes are washed regularly (i.e.; fortnightly) in warm water and detergent or sent to the Laundry, as required.
6. In the Nursery, dummies are stored in individual containers and are clearly marked with the child's name. Dummies are stored out of children's reach. In the 2-5's dummies are stored in the Child's bag or Communication pocket.
7. Educators are vigilant as to the general health and well being of each child. Any child with fever, vomiting, diarrhoea and any child too ill to participate in the full programme will be reported to his/her parents for immediate collection from the Centre.
8. **Any child who has exhibited symptoms of vomiting, diarrhoea or fever in the previous 24 hours will be excluded from the centre for at least 24hours from the last episode.**
9. Children and educators wash their hands before preparing or eating food and drink. Blue gloves are worn at all times by educators handling food for children. Food is served with serving tongs.
10. Children eat their meals and snacks from clean tables with tablecloths or in a picnic environment and are encouraged not to share utensils.
11. Food is stored at appropriate temperatures, with fridges being equipped with thermometers.
12. Children and parents are discouraged from keeping food and drinks in their bags and lockers.
13. The Centre distributes information about health issues regularly to parents via the Newsletter and Notice board.
14. The Centre encourages all employees to complete a food handler's course in accordance with licensing and accreditation regulations.

## NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

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## EYLF

LO3	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
Educators model and reinforce health, nutrition and personal hygiene practices with children.	

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### Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [National Quality Standard, October 2011](#)
- [Staying Healthy in Child Care 4<sup>th</sup> Edition](#)
- [NCAC Quality Practices Guide 1<sup>st</sup> Edition](#)



# FOOD, NUTRITION AND BEVERAGES

## **Rationale**

Children should be provided with nutritionally appropriate food and drinks whilst in a Childcare environment. Guidelines are set down by the Department of Family and Health which instruct service providers as to the recommended daily nutritional requirements for children enrolled at the Centre. The Centre will comply with the Food Act 2003 and the regulations under that Act.

## **Aim**

Our service aims to promote healthy lifestyles, good nutrition and the wellbeing of all children, educators and families using procedures and policies. We also aim to support and provide adequately for children with food allergies, dietary requirements and restrictions and specific cultural and religious practices. The dietary information will also be provided to families so they can plan healthy home meals for their child.

## **Goals**

- To provide an eating environment that assist the transmission of family and multicultural values
- To teach children about food and nutrition

## Strategies for meeting cultural, social and educational needs

### Every day Practices

1. Menus are prepared which supply children with an adequate supply of all the main nutrients as recommended. This supply included the provision of nutritional snacks, and morning and afternoon tea. Menus will be planned in accordance with the Dietary guidelines.
2. The weekly menu will be on display to parents and employees. Employees and families are requested to contribute ideas and suggestions about this menu based on the children's reactions to each meal.
3. Children are encouraged to request food (ie. Bread or fruit) if hungry between meals.
4. Food will not be used as a form of punishment, either by its provision or denial.
5. During AM and PM tea and snack time, older children are offered a choice; younger children may need some direction in making selections.
6. Children who are eating/drinking must be seated for health and safety reasons.
7. During mealtime (lunch and dinner) all children are to be seated for safety and supervision reasons.
8. Children are to be offered a choice of food and encouraged to try a variety. Small portions are to be given, with options for second helpings. Food is provided from a variety of cultures and choice.
9. Children are to remain seated at their own tables (small groups) until an educator says they can move to another experience, ie, as soon as one educator can leave meal supervision for elsewhere.
10. Drinking water will be available at all times to the children.
11. Children who are over 2 years of age cannot be served low fat foods.

### In relation to parents

1. Parents are invited to comment on the menu via the Newsletter or at Parent Meetings, which are held annually.
2. Parents will be invited to at least one food occasion each year. Recipes for food served in the Centre will be available to parents upon request.
3. Parents will be informed as to their child's eating habits at the Centre and opportunities given for the provision of special dietary requirements for individual children.
4. Employees will consult with families about their infant's food preferences.
5. Parents will be provided with information that will assist them in providing food items that are appropriate to the developmental needs of their child.

### In relation to the programme

1. Children will be encouraged to get hands on experience in food preparation.
2. Food and meal times are treated as opportunities for social interaction and learning. Children are encouraged to sample all the food offered to them but are not force fed or manipulated into eating any part of the meal (ie, desserts are not offered as a treat when the main meal is eaten). Preschoolers are encouraged to help set up, serve themselves and others and to help clear tables and scrape plates.
3. Educators assist children with this learning by sharing their tables and eating the same meal.
4. Recipes and food awareness activities will be chosen from a variety of cultures.
5. Special occasions may be celebrated with culturally appropriate foods.
6. Educators will attend food handling and hygiene inservice training.

## In relation to the programme

1. Children are encouraged to develop hygienic attitudes to food and eating in the provision of food awareness experiences as well as the introduction of routines of hand washing and table manners.
2. Gloves will be worn and/or food tongs used by any employee directly handling food.
3. Food will be sorted and served at safe temperatures.
4. The educators will be aware of all appropriate practices that involve preparation, storage, handling and hygiene of food. All educators, where necessary, will attend a Food Handlers Course upon commencement at the Centre.
5. Recipes and food awareness activities will be chosen from a variety of cultures.
6. Special occasions may be celebrated with culturally appropriate foods.

**Only soy milks that are fortified with calcium will be used as substitute for cow's milk if requested by parents. Dairy products may be full cream or made with semi skimmed milk for children over 2 years of age.**

**Unless child has specific dietary requirements, full cream milk is served to children under 2 years of age that have transitioned off formula. Reduced fat milk is served to children over 2 years of age, based on dietary recommendations in *Caring for Children by NSW Government*.**

## Implementation

The service has a responsibility to help children attending the service to develop good food habits and attitudes. By working with families and all educators, we will also positively influence each child's health and good nutrition at home. As stated in the *National Regulations (Regulation 79 [4])*, we recognise that these requirements do not apply to food or a beverage provided by a parent or family member for consumption by their child at the service. In order to achieve these habits and attitudes, the Approved Provider and the Nominated Supervisor, who is responsible for overseeing all educators, will –

### In relation to the provision of food and beverages

- Ensure children have access to, and are encouraged to access, safe drinking water at all times.
- Ensure children are offered foods and beverages throughout the day that are appropriate to their nutritional and specific dietary requirements based on written advice from families that is typically set out in a child's Enrolment Form. We will choose foods based on the individual needs of children whether they are based on likes, dislikes, growth and developmental needs, cultural, religious or health requirements. Families will be reminded to update this information regularly or as necessary.
- Children who do not eat during routine meal times or children who are hungry will be provided with foods at periods other than meal times or snack times.
- Ensure food is consistent with the service's menu that is based on the Australian Government's - ***Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*** (<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-child-cookbook>) ***Dietary Guidelines for Children and Adolescents in Australia*** (<http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/n34.pdf>)
- Provide food that is hygienic by following the relevant policies and procedures set out in the Health, Hygiene and Safe Food Policy.
- Ensure foods and beverages have a reduced risk of choking.
- Families will be provided with daily information about their child's food and beverage intake and related experiences.
- Provide a weekly menu of food and beverages that are based on the Australian Dietary Guidelines to ensure the provision of food and beverages is nutritious and adequate in quantity.
- The weekly menu must be displayed in an accessible and prominent area for parents to view. We will also display nutritional information for families and keep them regularly updated.
- The weekly menu must accurately describe the food and beverages provided each day of the week.
- Present food attractively.
- Babies will be fed individually by educators.
- Age and developmentally appropriate utensils and furniture will be provided for each child.

### In relation to promoting healthy living and good nutrition

- Develop health and nutrition awareness and act to the best of our abilities on cross-cultural eating patterns and related food values.
- Make meal times relaxed and pleasant and timed to meet the needs of the children. Educators will engage children in a range of interesting experiences, conversations and routines.
- Discuss food and nutrition with the children.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage toddlers to be independent and develop social skills at meal times.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Talk to families about their child's food intake and voice any concerns about their child's eating.

- Encourage parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encourage educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Provide nutrition and food safety training opportunities for all staff including an awareness of other cultures food habits.

### **Breastfeeding, Breast Milk and Bottle Warming**

Healthy lifestyles and good nutrition for each child is paramount. As such, we encourage all families to continue breast feeding their child until at least 12 months in line with recommendations for recognised authorities.

We aim to work with families with children who are still being breastfed and provide a supportive environment by feeding children breast milk supplied by their families. We will provide a supportive environment for mothers to breastfeed.

Families will be regularly reminded by educators and the service to update the service in regards to their child's preferences, habits, likes, dislikes, dietary requirements and restrictions.

### **Breast milk procedure**

- Breast milk that has been expressed should be brought to the service in a clean sterile container labelled with the date of expression and the child's name.
- We encourage families to transport milk to the service in cooler bags and eskies; this should be immediately given to educators, who will put it in the refrigerator.
- We will refrigerate the milk at 4 degree Celsius until it is required.
- Breast milk will be warmed and/or thawed by standing the container/bottle in a container of warm water.
- The milk will then be temperature tested by educators before being given to the child.
- If the service does not have enough breast milk from the family to meet the child's needs that day, individual families will be consulted on what the service should do in these circumstances.
- To avoid any possible confusion, we will not store unused milk at the service.
- Unused milk will be returned to families at the end of the day when they come to collect their child.
- A quiet, private, lockable space with a comfortable chair will be provided for mothers/women to breastfeed or express milk. A sign will also be placed on the door when the mother/woman is using the facilities.

### **Educators who Breastfeed at the Service**

- The service also recognises the importance and benefits of breastfeeding and that many women will return to work before they wish to wean their children. Requests for allowances to be made for educators to continue breastfeeding once they have returned to work at the service will be treated sympathetically and reasonably and all efforts will be made to support the educator in her choice to continue breastfeeding her child.
- On return to work from maternity leave, female educators may seek to change their work arrangements. The returning staff member will have a meeting with the Nominated Supervisor to try and work out an arrangement which suits the educator, the Nominated Supervisor and also the running of the service. The service will provide Lactation Breaks for the educator to express milk or breastfeed her child. The Nominated Supervisor will be reasonably flexible as to when these occur.
- A quiet, private, lockable space with a comfortable chair will be provided for women to breastfeed or express milk. A sign will also be placed on the door when the educator is using the facilities.
- If arrangements have been made for the educator's child to come to the service to be breastfed and needs its nappy changed, the educator can use the service's nappy changing area as long as the relevant policies and procedures are followed.
- When an educator is in the process of breastfeeding her child or expressing milk, educator to child ratios cannot be compromised. Educators will work to cover the Lactation Break as they would any other break.

### **Microwave Instructions**

We recognise that microwaves are an efficient and safe way to heat infant formula and cow's milk, and that some parents prefer that breast milk is not heated in the microwave. Our service will not use bottle warmers as we want to minimise the risk of burns due to the boiling water

### For infant formula or cow's milk, the service will always:

- Use microwave safe bottles.
- Minimise the risk of uneven heating by adequately rotating and shaking the bottle directly after microwaving.
- Heat a minimum of 120mls of formula/cow's milk in the bottle to ensure it does not overheat.
- Only heat formula/cow's milk that has been adequately refrigerated.
- Stand the bottle up straight.
- Always take off the teat/bottle top and leave outside the microwave.
- Not use microwave ovens with wattage over 700W.
- For a 120ml size bottle – use high setting and heat for less than 30 seconds.
- For a 240ml size bottle – use high setting and heat for less than 45 seconds.
- Follow specific manufacturer instructions provided with the microwave.

### NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

### National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

### EYLF

LO3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
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### Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [National Quality Standard, October 2011](#)
- [Food Standards Australia and New Zealand](#)
- [Safe Food Australia, 2<sup>nd</sup> Edition, January 2001](#)
- [Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood](#)
- [Dietary Guidelines for Children and Adolescents in Australia](#)
- [Australian Guide for Healthy Eating](#)
- [Food Safety Standards for Australia 2001](#)
- [Foods Standards Australia and New Zealand Act 1991](#)
- [Food Standards Australia New Zealand Regulations 1994](#)
- [Food Act 2003](#)
- [Food Regulation 2004](#)
- [Occupational Health and Safety Act 2000](#)
- [Occupational Health and Safety Regulations 2001](#)
- [Work Health and Safety Act 2011](#)
- [Dental Association Australia](#)
- [Infant Feed Guidelines for Health Workers](#) (National Health & Medical Research Council, 2003)
- [Feeding and Nutrition of Infants and Young Children](#) (World Health Organisation, 2000)
- [Australian Breast Feeding Association Guidelines](#)
- [Caring for Children Birth to 5 Years \(Food, Nutrition and Learning Experiences\)](#), NSW Ministry of Health, 2014



## FEES

### Rationale

It is important to all staff and users of the service that there are clear guidelines in respect to payment of fees. A fees policy provides a means to establish costs, terms and conditions of the financial contract which is necessary for the effective communication of information by all parties.

### Fees Structure

1. Upon enrolment:
  - Deposit of the bond is payable equal to 2 weeks fees, refundable, with 4 weeks' notice in writing – non-refundable should child fail to commence at the Centre or give required notice.
  - 2 weeks' fees are payable in advance – non-refundable, should your child not commence at the Centre
2. Service users will receive a statement of their account on a monthly/quarterly basis from the Centre. Statements and invoices will not otherwise be issued, only when there is a change in CCB entitlements or a miscellaneous charge applies. Families may request a statement at any time.
3. Fees are payable in advance of the use of the service, on the first of the child's attendance for that week at the Centre.
4. Fees unpaid after two weeks will result in the child's place at the Centre being terminated. Outstanding fees will accrue a \$25.00 per week late fee.
5. Fees must be paid two weeks in advance and are payable:
  - If the child is absent through illness
  - If the child is absent on holidays
6. Fees are payable for each week of the child's enrolment, regardless of attendance.
7. Fees are not charged should public holidays fall on a weekday or any close down period.
8. **Four weeks' advance notice in writing of cancellation, changes of attendance or reduction of days is required.** Advice must be given in writing to the Nominated Supervisor or Office Administrator. The notice period is not inclusive of any close down period.

If parents are having concern or difficulties regarding the fee payment, they should seek the advice of the Director or Office Administrator immediately.

### Centre Closure

The centre may be closed for 1 to 2 weeks over the Christmas period depending on when Public Holidays fall and the demand for care during this time. Fees will not be charged for this closedown period.

### Child Care Benefit

This is available to all families based on family income, as assessed by the Family Assistance Office. Parents must apply directly to the FAO/Centrelink. The Centre must receive a copy of the Assessment Notice from Centrelink which states the percentage of fee relief entitlement. Fees will then be adjusted accordingly. This will be readjusted upon the receipt of any further CCB Assessment Notices. The Department of Families, Community Services and Indigenous Affairs have set strict guidelines for the receipt of Child Care Benefit.

The Centre's CCMS Organisation ID is 1-9JAC0Z

Under these guidelines, Families are entitled to unlimited Approved Absences from the Centre without their CCB being affected, provided relevant support documentation is supplied to the centre. Eg. Medical certificates. An Approved Absence is one that is taken for specific reasons, including:

- Illness
- Outbreak of an infectious disease against which the Child is not immunised
- Rostered days off or a day as part of a rotating shift
- The child is absent on a day when the school normally attended by the child or his/her sibling is closed for the day (other than school holidays)
- Absent under a court order which requires the child to have a contact visit (access visit)
- The service is closed due to a period of local emergency or because of the period of local emergency the child is unable to travel to the service.

**Families are also entitled to 42 Allowable Absences (any absence that does not meet the above criteria for Approved Absences) each financial year, regardless of the number of services used.**

*It is essential that all children are signed in and out of the Centre daily. Failure to do so will result in Child Care Benefit being revoked and parents having to pay full child care fees for these days.*

## Payment of Fees

To maintain quality care for your child, to contain costs and maintain efficiency, your assistance with the following organisation of fee payment would be greatly appreciated:

1. On enrolment parents are issued with a fees statement indicating the amount payable each fortnight. Fees may be paid fortnightly or monthly, provided that payment is made in advance in the morning of the first day of your child's attendance for that paying period, i.e. a fortnight or a month.
2. A "fees due" notice will be emailed to all families at the beginning of the fees fortnight, to remind parents that their regular payment is due.
3. To eliminate overdue notices and fees, please pay fees promptly.
4. Always enclose fees in an envelope clearly marked with your child's name and the amount. Place your fee envelope in the fees box. Fee receipts will be placed in your child's communication pocket.
5. When paying cash, please provide the **EXACT AMOUNT** – change will not be given.
6. When paying by cheque, please make cheques payable to **Burns Bay Cottage Pty Ltd**. If cheques need to be represented, all bank fees will be charged to the drawer.
7. If paying via Internet Banking, please reference your payment with your child's name. The account details are:

### Emerald Group:

**Account Name: Early Childhood Education Pty Ltd**

**BSB: 032 184**

**Acc No: 268 621**

### Aqua & Crimson Group:

**Account Name: Burns Bay Cottage Pty Ltd**

**BSB: 032 184**

**Acc No: 222 535**

## Fees in Arrears

Should fees fall **ONE WEEK IN ARREARS**, a [Fees in Arrears](#) email reminder will be sent to your nominated email address, noting the amount to be paid immediately to bring fees up-to-date.

Should fees fall beyond a period of **TWO WEEKS IN ARREARS** without reasonable explanation [in writing](#), then notice in writing will be forthcoming that the child's place is immediately terminated and placement will be given to a child on the waiting list.

## Reduction of Days/Change of Days

Four weeks' notice **IN WRITING** is required when withdrawing a child from the Centre, including reduction of days and change of days. Failure to provide four weeks' notice in writing will result in four weeks full fees being charged in lieu of notice.

## Non-Attendance

In order to maintain a place at the Centre, full fees must be paid for all periods of non-attendance.

## Late Fee

Burns Bay Cottage closes at 6.00pm. If your child is left after this time, a late fee of \$15.00 per \$15.00minutes or part thereof will be charged. In the event of a parent being unable to collect the child by 6.00pm it is the responsibility of the parent to organise alternative arrangements to have the child collected by this time, and to notify the Centre of these alternative arrangements. The Centre is licensed until 6.00pm; please also understand that employees are only employed until 6.00pm and that whilst we are willing to help in exceptional circumstances, our employees have families and commitments.

## Child's Cancellation from the Centre

In the event of your child leaving, 4 weeks' notice must be given in writing to ensure the original deposit is refunded. Should any close down period fall within the 4 weeks notice, the notice period will be extended. This deposit will be refunded after your child's final day at the Centre. If the child does not attend these final two weeks, full fees may be charged in accordance with the Family Assistance Law.

Please note: "The purpose of allowable absences under the family assistance law is to enable families to receive CCB in certain circumstances where care is not provided. However, these circumstances do not include days after a child ceases to receive care. While some services may continue to charge a family for a limited time after a child ceases care (for example, because the family did not give sufficient notice in accordance with a services stated policy), the family is not eligible for CCB for these days. Absences are therefore not available for these days even if a fee is charged". (FaCSIA Instruction Sheet Four).

## Priority of Access Guidelines

The Commonwealth has determined priority of access guidelines for day care centres. These guidelines embody the principles and philosophy underlying the Commonwealth's involvement in child care and assisting the Commonwealth in achieving the objectives of the Children's Services Programme by providing priority of

access to particular people. By adhering to these guidelines the Centre operator is directly responsible for the implementation of Government's objectives.

Since 1983 there has been a rapid expansion of child care places. Even with this expansion, however, only a small proportion of children can gain access to services. It therefore remains necessary to allocate available places to families whose children have the highest priority. The guidelines rank priority as follows:

- ✓ [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:

- Aboriginal and Torres Strait Islander families;
- Families which include a disabled person;
- families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$41 026 for 2012-2013, or whose partner are on income support;
- families from a non-English speaking background;
- socially isolated families; and
- single parents

### Rationing

The amount of care offered to a family also needs to be rationed and that amount should be determined by the reason of care. A child who has priority for care under the guidelines may not require full-time care. This could be relevant for the child of a parent working part-time or for respite care provided under priority categories 1 or 3. Providing only the amount of care required by each family will ensure that the maximum number of families can receive the care they require.

## NQS

QA7	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
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## National Regulations

Regs	232	Prescribed fees
	233	Late payment fees (annual fees)
	234	Waiver, reduction, deferral and refund of fees
	235	Indexation of fees
	236	Publication of indexed fees

### Source

- [FaCSIA CCMS Child Care Services Handbook 2007/2008](#)
- [A guide to Australian Government payments - Centrelink](#)



# ENROLMENT & ORIENTATION

## Rationale

To ensure equity in the supply of places to families needing to use the service a clear enrolment policy needs to be in place. Contact with families and information distributed should be consistent and appropriate.

## Goals

- ▣ To establish a clear procedure for staff and families to use when enrolling new children to the Centre
- ▣ To give equivalent and meaningful information to all families
- ▣ To enable children to become orientated into the Centre gradually and with ease
- ▣ To ensure that licensing regulations, including ratios of children to staff, are strictly followed

## Strategies

### For enrolment:

1. On inquiring about placements at the Centre, parents are referred to the Nominated Supervisor for information about the program, staffing etc.
2. Parents are invited to visit the centre to meet the educators and observe the daily routine and timetable. This visit is conducted with the Nominated Supervisor or Room Leader. Waiting List and/or Enrolment forms & centre information packages are handed out to families for completion.
3. When a place becomes available, the Nominated Supervisor will confirm the place in writing (may also do this by phone). This confirmation will be sent to parents by email and parents are requested in this letter to confirm a mutually convenient time with the Nominated Supervisor for an Orientation Interview if manageable. Commencement date is written into the staff diary. Parents are also given an orientation package, by the Nominated Supervisor during their Orientation interview.

### Orientation Package will contain:

- Letter of Offer of Enrolment
  - Enrolment Forms
  - Parent Information Booklet
  - Critical Policies
  - Policy Document emailed upon request
  - Portfolio & Family Sheet
  - Guide to Government Payments
  - Early Years Learning Framework Information for Families
  - National Quality Framework for Early Childhood Education and Care: Information for Families
  - Preparing for Child Care
  - Settling Children into Child Care
  - Quality Child Care for Babies (if applicable)
  - Anaphylaxis, Allergies & Asthma (if applicable)
4. A deposit payment of bond (2 weeks' fees) and 2 weeks' fees in advance, are requested on acceptance of the place. This is paid to the administrator and receipted. The bond and fees are non-refundable should the child not commence. Please see Fees Policy for further information.
  5. On the starting day, primary caregiving educators are prepared for the arrival of a new child in the group by the allocation of a group and locker, retrieval of all relevant information from the enrolment form such as, allergies, dietary needs, daily routine etc. It is the responsibility of the administrator or Nominated Supervisor to distribute and file the paperwork, as well as pass on all of the relevant information to Room Leaders.

## Orientation Process

- (a) Parents and their child are invited to attend a meeting with the Nominated Supervisor, prior to the official start date, for the purposes of orientation. All paperwork is completed during this meeting and any questions can be answered regarding the child history form and child's needs etc. This is an opportunity for both parties to exchange information about the child that will assist in their settling routine.
- (b) On this day, the parents and child are invited to stay and play in the child's group room to accustom themselves to the routines and educators.
- (c) Other play sessions can be arranged by the parents with the Nominated Supervisor. We encourage as many visits to the Centre as the family feel necessary.
- (d) During these orientation visits, a checklist is completed to ensure that the parents and child have all the relevant information about the Centre and the routines that they need to follow on arrival.

- (e) During these visits, educators begin to complete written observations of both the child and parent's reactions to the Centre, other educators and routines of the group.
- (f) After a month has passed of the child's enrolment, a progress report is sent to the parents where educators comment on their child's settling into the Centre routines. Parents have another opportunity to complete questions on this form if more information is required. All efforts are made to ensure that verbal communication during each day is maintained for new families.

## NQS

QA7	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
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## National Regulations

Regs	168	Education and care service must have policies and procedures
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### Source

- [Early Childhood Education Centres](#)
- [NCAC Quality Practices Guide 1<sup>st</sup> Edition](#)
- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia \(Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009\)](#)
- [National Quality Standard, October 2011](#)