

# WELCOME TO EDGEWORTH CHILD CARE CENTRE

This parent handbook has been developed to facilitate the relationship between educators / staff and parents by providing them with specific information about our centre. In addition to this parent handbook, the centre has a number of policies and procedures, which are also included on this disc or go to the centre's website.

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

We hope that you find this parent handbook beneficial, informative and helpful in making you more familiar with the program and thereby more comfortable in our centre. We feel that this is essential if we wish to work closely with parents in providing their children with the benefit of high quality childcare.

## Table of contents

1. INTRODUCTION
2. HISTORY
3. CENTRE PHILSOPHY
4. ANTI-BIAS / CROSS-CULTURAL
5. HOURS OF OPERATION
6. STAFF
7. PARENT MANAGEMENT COMMITTEE
8. PARENT INVOLVEMENT
9. THE PROGRAM
10. ARRIVAL & DEPARTURE OF CHILDREN
11. ABSENCES
12. BIRTHDAYS
13. MEALS
14. ACCIDENTS
15. ILLNESSES
16. MEDICATION
17. IMMUNISATION RECORDS
18. FEES
19. HATS (Occupational Health & Safety)
20. CODE OF DRESS (Occupational Health & Safety)
21. WHAT TO BRING
22. SETTLING IN- YOUR CHILD'S FIRST DAY
23. POSITIVE GUIDANCE - BEHAVIOUR
24. SAFETY & EMERGENCY PROCEDURES
25. NOTIFICATION OF CHILD ABUSE

## 1. INTRODUCTION

Edgeworth Child Care Centre is located at 2a Durham Drive, Edgeworth and has been planned to meet the needs of 39 children between 8 weeks to school age.

In December 2009, all Australian governments, through the Council of Australian Governments (COAG), agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care ('National Quality Framework') for most long day care, preschool / kindergarten, family day care and outside school hours care services in Australia.

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

- The Education and Care Services National Law and the Education and Care Services National Regulations ('National Law and National Regulations')
- The National Quality Standard for Early Childhood Education and Care and School Age Care (National Quality Standard')
- A national quality rating and assessment process
- Streamline regulatory arrangements
- A new national body jointly governed by the Australian Government and state and territory governments – the Australian Children's Education and care Quality Authority (ACECQA)

This new National Quality Framework took effect on 1 January 2012 with key requirements being phased in overtime between 2012 and 2020.

The centre runs on a not for profit basis from funding through the NSW Family & Community Services, fees and fundraising. Children are enrolled according to the Priority of Access Guidelines outlined by the Department of Education & Training (DET). Currently our operating hours are 7.30am -5.30pm Monday – to Friday. From Monday January 8<sup>th</sup> 2018 the centre will be opened between the hours of 6.30am and 6.30pm / 50 weeks of the year. Legally no children can be accepted into the centre before 6.30am. Late fees will be charged to parents who arrive after 6.30pm.

Each day the children are encouraged to become actively involved in a range of spontaneous & intentional teaching activities and experiences which form the basis of the educational program.

We encourage and welcome parents at all times to share in the daily activities at the centre. We believe that parent involvement is an important aspect of the development of the centre, offering opportunities for friendship and helping staff establish a home-like environment at the centre.

Parents may discuss their child's progress with educators at any time. However in addition, a parent-teacher interview can be arranged at a convenient time to both parents and staff.

## 2. HISTORY

Edgeworth Child Care Centre was opened in July 1989 to meet the childcare needs of working and studying parents within the community. For the first 12 months Lake Macquarie City Council operated the centre, and then on the 1st July 1990 an Incorporated Management Committee took over the management of the service. The Management Committee is comprised mainly of parents; interested people from the local community are also welcome to contribute to the centre.

## 3. CENTRE PHILOSOPHY

The following philosophy is a statement about the values and beliefs that the centre agrees upon. It is essential that parents and centre educators / staff support the philosophy and work together to achieve its aims.

**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 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, that enhances 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).

## AIMS

The Approved Provider/Nominated Supervisor (Director), Educators and other members of Staff of Edgeworth Child Care Centre believe that the early years of a child's life are their most influential. It is within these years that a child develops the foundation skills and abilities that will carry them through life. Our Educators/Staff feel that by being attuned to children's thoughts and feelings, this supports the development of a strong sense of wellbeing. Our aim is to work closely with families to form a partnership, where Educators/Staff can develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through play. Fundamental to the EYLF is the view that children's lives and childhood is a time of **Belonging, Being and Becoming**.

### **We aim to:**

- Work as partners with parents and families of the children.
- Provide information, contacts and support for the children, parents, and families.
- Provide a high quality care and learning environment.
- Provide a program based on the Early Years Learning Framework where all children experience learning that is engaging and builds success for life.
- Provide a safe, secure, happy and loving home like environment where children have a sense of belonging.
- Provide a place where childhood is a time to be, to seek and make meaning of the world.
- Provide an environment that has vibrant and flexible spaces that are responsive to interests and abilities of each child.
- Provide an environment rich in resources to stimulate learning and development.
- Provide Educators/Staff that are experienced in nurturing, caring and valuing children.
- Recognise, respond, to all children's strengths, abilities and interests. We value and build upon children's strengths, skills and knowledge to ensure their motivation and engagement in learning.
- Respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander children, and strategies used by children with additional needs to negotiate their everyday lives.

**Source:** Australian Children's Education and Care Quality Authority [ACECQA].

## MISSION STATEMENT

At Edgeworth Child Care Centre we acknowledge the importance of play in early childhood development. Play is very important the most effective tool, and is central to a child's learning and development. Play is non- threatening, spontaneous, and meaningful. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play they are showing what they have learned and what they are trying to understand. When children play with other children they create social group, test out ideas, challenge each other's thinking and build new understandings.

This is why play is one of the foundations of the Early Years Learning Framework. By using this Framework Educators/Staff will guide children's play by carefully designing learning activities and stimulating Indoor and Outdoor learning environments. We also acknowledge that each child is unique and therefore will progress at his/her own pace. The EYLF is a key component of the National Quality Framework which has been developed by Council of Australian Governments (COAG) to assist Educators to provide young children throughout Australia in their early years, opportunities to maximise their potential and develop a foundation for success in the future.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

- **Belonging** is the basis for living a fulfilling life. Where children feel they belong, because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life, and children need time to just 'be'- time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. At this Service we will create a learning program that builds on your child's interests and abilities and keep you in touch with your child's progress. Through the Framework's five learning goals Educators will assist your child to develop:

- A strong sense of their identity (have confidence in themselves and to form friendships)
- Connections with their world (learn to respect the environment and cultural diversity)
- A strong sense of wellbeing (socially, emotionally & physically)
- Confidence and involvement in their learning (explore, create, learn, experiment)
- Effective communication skills (by using literacy and numeracy to communicate)

**Source:** Australian Children's Education and Care Quality Authority [ACECQA].

## **CENTRE GOALS: EYLF OUTCOMES**

### **Outcome 1 - Children Have a Strong Sense of Identity**

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

### **Outcome 2 - Children are Connected with and Contribute to their World**

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

### **Outcome 3 - Children Have a Strong Sense of Wellbeing**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### **Outcome 4 - Children are Confident and Involved Learners**

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

### **Outcome 5 - Children are Effective Communicators**

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

**Source:** Australian Children's Education and Care Quality Authority [ACECQA].

#### 4. ANTIBIAS / CROSS-CULTURAL

The educators / staff, parents and management committee of Edgeworth Child Care Centre foster the concept of an anti-bias curriculum and implement this perspective within all areas of the program.

#### 5. HOURS OF OPERATION

The centre operates from Monday to Friday between the hours of 7.30am and 5.30pm. From Monday January 8<sup>th</sup> 2018 our new operating hours will be 6.30am – 6.30pm 50 weeks of the year. Exclusive of Public Holidays, Designated Holidays (Newcastle Show Holiday), Pupil Free Days, Staff Development Day, Centre closure times and Industrial action days.

#### 6. EDUCATORS / STAFF

Educators / Staff at Edgeworth Child Care Centre are committed to providing an environment for your child that is home-like, safe, educational and nurturing. In order to provide these qualities at our centre members of staff aim to update and renew their knowledge in the Early Childhood field. Staff members at the centre have either trained at various Early Childhood Institutions and/or have had previous experience in childcare. All educators / staff abide by the Australian Early Childhood Association's Code of Ethics and the NSW Department of Family and Community Services Code of Conduct.

The qualifications and roles held by our educators / staff members are as follows:  
(Please refer to our staff photos in the foyer for more information as to what room the staff will be working in for the calendar year.)

POSITION	NAME	QUALIFICATIONS
Nominated Supervisor Director / Teacher Educational Leader Administration Tuesday -Friday	Sue Wilkinson	Bachelor of Education /Early Childhood Teacher Certificate in Child Care Studies. Certificate IV in Workplace Training & Assessment Senior First Aid Certificate. Food Handling Certificate. Menu Planning Certificate. Asthma Management at Childcare Anaphylaxis training Statement of Attainment CHCPRT001 Identify & respond to children and young people at risk of harm BOSTES ~ Certificate of Accreditation



<p>EDUCATOR Advanced Child Care Worker Qualified <b>2IC</b> Early Learner's Room Leader Mon Tues Wed Thurs Fri</p>	<p>Linda Duke</p>	<p>Diploma of Community Services (Children's Services) Senior First Aid Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCPRT001 Identify &amp; respond to children and young people at risk of harm</p>
<p>EDUCATOR Advanced Child Care Worker Qualified  Mon Tues Wed Thurs Fri</p>	<p>Belinda Archer</p>	<p>Diploma of Children Services (Centre Based Care) Senior First Aid Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCPRT001 Identify &amp; respond to children and young people at risk of harm</p>
<p>EDUCATOR Advanced Child Care Worker Qualified  Monday- Friday</p>	<p>Emma Millett</p>	<p>Diploma in Children's Services Senior First Aid Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCPRT001 Identify &amp; respond to children and young people at risk of harm</p>
<p>EDUCATOR Advanced Child Care Worker Qualified  Mon Wed Thurs Fri</p>	<p>Sam North</p>	<p>Diploma in Children's Services Senior First Aid Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCPRT001 Identify &amp; respond to children and young people at risk of harm</p>
<p>EDUCATOR Child Care Worker  Tuesday- Friday</p>	<p>Tracy McEwan</p>	<p>Certificate III in Children's Services Senior First Aid Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCCHILD401A Identify &amp; respond to children and young people at risk of harm</p>
<p>Cook  Part-time  Monday- Friday</p>	<p>Stephanie Clarkson</p>	<p>Food Handlers Certificate Asthma &amp; Anaphylaxis training Statement of Attainment CHCCHILD1C Identify &amp; respond to children and young people at risk of harm</p>

## **7. PARENT MANAGEMENT COMMITTEE**

Our centre is a community-based centre and therefore the management committee determines the management of the centre. The Management Committee is comprised mainly of parents; who volunteer their time on a regular basis to ensure that the centre runs effectively and efficiently. As a user of the centre you are encouraged to attend these meetings so that you have valuable input into how the centre operates. Interested people from the local community are also welcome to contribute to the centre.

The management committee meetings are held on the last Wednesday of the month, (February - November). The Director reports on the centre's day-to-day operations to ensure good communication is maintained. The executive positions on the committee consist of the President, Vic-President, Treasurer, and Secretary. The centre also requires at least 3 general committee members. All positions are declared vacant at our Annual General Meeting, which is held in February each year. At this time parents are able to nominate for the positions within the management committee.

Also included in the meetings is the National Quality Standard process, this entails educators / staff and parent representatives discussing how the centre is progressing with the Framework and what & how we can improve the centre so we are striving for a high quality environment and plans ways in which we can achieve this outcome.

## **8. PARENT INVOLVEMENT**

Educators at Edgeworth Child Care Centre are dedicated, qualified and skilled in the areas of Early Childhood Education and Care. However, you and your family have the greatest influence over your child's development and education. With this the educators would love to work as a team in partnership with you in respect to your child and his/her development.

We encourage your involvement at the centre with your child and to take part in the many activities as are practical to your lifestyle. We would like to invite you to become involved in our centre at the level in which you feel comfortable. This may take many forms such as reading all newsletters and foyer displays, spending more time in your child's room, presenting an activity to children, helping us on an excursion, attending parent evenings or offering ideas for activities you would like to see the staff implement into the program.

## **9. THE PROGRAM**

While we value a mixed age group environment, we also recognise the need for children to group care to spend time each day in an environment specifically designed for their developmental needs. Therefore at the time of enrolment children under the age of three will be enrolled in the Early Learner's 0-3 year's room and the older children will be enrolled in the Pre-School 3-5 year's room.

The daily routine and program are an important part of your child's education and development while at Edgeworth Child Care Centre. Room educators are involved in the curriculum programming for your child and the activities and experiences that your child will undertake throughout the day.

It is important to note that in both playrooms all programs are based on the individual needs of the children and provides experiences in all developmental and curriculum areas as well as incorporating the latest early childhood pedagogical practices.

## **DEVELOPMENTAL AREAS**

Intellectual and Cognitive Development  
Social and Emotional Development  
Language and Communication Skills  
Physical Skills; gross motor (large muscle development)  
Fine motor (small muscle development)

## **CURRICULUM AREAS**

Mathematics  
Literacy; stories, reading and writing development  
Science and Technology  
Creative Arts  
Music and Movement  
Human Society and its Environment

## **The Early Years Learning Framework for Australia (ELYF ~ 2009)**

Outcome 1 ~ Children have a strong sense of identity  
Outcome 2 ~ Children are connected with & contribute to their world  
Outcome 3 ~ Children have a strong sense of well being  
Outcome 4 ~ children are confident & involved learners  
Outcome 5 ~ children are effective communicators

Educators devise the daily program according to each individual child's needs and interests. In order to assess characteristics, educators observe your child on a regular basis and document your child's development and interests and assess his/her particular strengths and needs.

## **MESSY PLAY**

It is very important for your child's development to become involved in messy play i.e. finger painting, goop, sand, mud and water play. At our centre we give the opportunity for your child to explore these areas of play, therefore it is most important that we seek your co-operation by sending your child in clothes that are suitable to this type of play. Children often like to make

their own choice of clothes they want to wear, but restrict their clothes by allowing them to only choose from old clothes that they can wear to the centre.

We welcome you at all times to make suggestions, which may improve our program in any way. We will also ask you for information about your child/children on a regular basis in order to add to our knowledge about your child. All our weekly programs are on display in the playrooms.

## **10. ARRIVALS AND DEPARTURE OF CHILDREN**

All children must be signed in and out daily as it is our only record of attendance. The clipboards with the attendance sheets are located in the foyer.

Signing in and out for each day is very important it is required for you to claim Childcare Benefit as well as for centre records for EMERGENCY EVACUATION PROCEDURE. Please remember to do this and inform other family members to do the same on arrival or departure.

After signing in your child, please take them to an educator, also when collecting children please let an educator know that you are leaving and sign the attendance sheet. As well read about what happened in your child's room for the day and how much they ate and the length of time they slept.

If your child is to be picked up by someone else, he/she must be named on the enrolment form as having authorisation to collect the child.

We are not permitted to allow your child to leave the centre with anyone under the age of eighteen (18) years, nor with someone who is unknown to us or who does not have authorisation to collect the child.

## **11. Absences from child care ~ Child Care Management System**

If your child will be absent from childcare or will be arriving late, please inform the Director preferably beforehand or telephone the centre before 8.00am on the actual day. This is very important in our planning for the day and child: staff ratios.

You cannot claim allowable absences if your child has not started or stopped care. You also cannot claim an allowable absence if you have notified the Centre you are taking your child out of care on a set date and then change your mind and remove your child earlier.

There will be provision for 42 absence days for each child per financial year, which can be used for any reason and without any proof required. Additional absence days above the initial 42 days will be approved for permitted circumstances. There will be no limit on the number of these additional absences that may be claimed if they are taken for specific reasons and supporting documentation, where required, is provided.

**\*For further information contact the Family Assistance Office on 13 6150.**

## **12. BIRTHDAYS**

As birthdays are a special time for children, parents may like to send a birthday cake to the centre to help your child celebrate their special day. Please let us know in advance if you are providing a cake.

The celebration is usually held during morning or afternoon tea routine where children and educators can come together. Parents and relatives are welcome to join in or if you cannot take time off work/study then a camera can be left with the staff and photos can be taken of the event.

## **13. MEALS Edgeworth child care centre is a PEANUT FREE ZONE environment**

The centre will provide each child with morning tea; a lunchtime meal, afternoon tea, as well as a late afternoon snack if your child remains at the centre beyond 4.00pm.

Each child is provided with a range of food from the five (5) food groups to eat each day. If your child is on a special diet, it will be necessary for the parent to supply food / drinks as required by the child, please note that there will be no reduction in child care fees. We can eliminate certain foods from your child's diet if requested, please inform the Director and cook of your child's dietary needs.

Please do not allow your child to bring sweets, chips, popper drinks, as this creates rivalry between the children.

Food will not be used as a form of discipline at the centre. Children will be encouraged to try and taste foods, but will not be made to eat foods they dislike.

If your child requires baby milk formula please ensure that all bottles & formula containers are clearly labelled with your child's name.

## **14. ACCIDENTS**

Accidents are a normal part of all children's growth and development and these occur both in the home and at the centre.

Whenever First Aid treatment occurs for minor or major accidents, parents will receive an Accident Injury, Trauma & Illness Form, please read, sign and return the form to an educator or mail in the fees slot/foyer. The Accident Injury, Trauma & Illness Form MUST remain at the centre, however we are more than willing for you to have a photocopy of the Accident Injury, Trauma & Illness Form.

In the event of minor accidents you will be notified by phone or on your arrival at the centre in the afternoon, depending upon the nature of the accident.

In the event of a major accident an ambulance will be called and of course you will be contacted IMMEDIATELY. If for some reason the centre cannot contact the parents, emergency contact one (1) or two (2) will be notified. The Director will accompany the child in the ambulance and in most cases be taken to the John Hunter Hospital. (You will receive a photocopy of the Accident Injury, Trauma & Illness Form, this is for your records).

Educators at Edgeworth Child Care Centre arrange the routine and activities so that accidents are avoided and kept to a minimum. However, educators cannot guarantee that accidents will not happen and we ask all parents to understand in this matter.

## **15. ILLNESSES**

The close proximity of many people in a childcare centre increases the risk of cross infection, not only among young children, but also among educators/staff.

If your child is displaying signs and symptoms of common and contagious childhood diseases then you will be asked keep your child away from the centre. Although this may cause problems for some families, we must have rules such as these to protect other children and staff from becoming ill. If your child is ill at home, please ring the centre to let us know so that we can watch for signs and symptoms in other children and react accordingly.

Should your child become ill while at the centre you will be contacted and asked to come and collect your child, or to arrange for someone else to collect him/her. If parents cannot be contacted, those persons listed on the enrolment form as emergency contacts will be called. The centre is not the best place for a sick child, there is nothing quite like your own bed when you are ill.

If medical or hospital attention is required, it will be sought without delay.

The centre strictly abides by the Exclusion Policy Guidelines from the National Health & Medical Research Council "Guidelines for Control of Infectious Diseases in Child Care". These are enclosed in the back of this booklet and must strictly be abided by.

Detailed Health and Safety Policies are available to read on this disc / Policies and Procedure or on our website [www.edgeworthchildcarecentre.com.au](http://www.edgeworthchildcarecentre.com.au)

## **16. MEDICATIONS**

If medication is to be administered at the centre authorisation details must be completed in the medication book.

Please remember that:

- \* No medication will be given without permission from the parent/guardian.
- \* No medication prescribed for anyone other than the particular child will be given.

- \* No medication, other than in the original container, with the original label and instructions will be given

The label should clearly show;

- \* Child's name
- \* Name of medication
- \* Administration instructions
- \* Expiry date
- \* Doctor's name.

Medication should never be left in a child's bag. Please hand the medication to an educator. Refrigerated medications are locked in a box in the 0-3 year's fridge and non-refrigerated medications are kept in an out of reach cupboard in your child's room.

Educators will apply nappy rash cream, teething gel & chest rub such as Euky Bearub.

- Provided that the product has been used at home (Parents will then know if their child has an allergic reaction to the product)
- These items need to be supplied by the parents in their original container or tube.
- This course of treatment will only be applicable for 3 consecutive days of attendance
- Any period longer than this indicates medical treatment should be sought

## **17. IMMUNISATION RECORDS      'No Jab - No Play - No Pay'**

**As of January 2016 a child care centre may not enrol a child unless they are vaccinated. This proof must satisfy Family Assistance Office and the NSW Health Department legislation on child immunisation. You can get a copy of your child's immunisation details at any time:**

- **Through Medicare Online Services**
- **By requesting a statement to be sent in the mail**
- **By calling the Immunisation Register on 1800 653 809**

Any child who does not satisfy the requirements of this legislation will not be able to start child care

*Attachment enclosed at the back of this parent handbook*

*\* NSW Immunisation Schedule [From July 2007]*

*\* Recommended minimum exclusion periods for infectious conditions for schools, pre-schools and child care centres [ National Health & Medical Research Council –December 2005]*

## **18. FEES**

In Summary;

- \* All fees to be paid in full by Friday of each week.
- \* Two weeks written notice is required if a child is leaving the service.
- \* Fee payment via eftpos, internet transfer or cheque is preferred as it is a better record for both the centre's accounting procedures and your own records.
- \* Any client who is two weeks in arrears with fees will receive written notification requesting that they settle the account immediately. Failure to pay fees owing will result in a request to withdraw the child from the service.

### **Late Fees;**

If a child is left at the centre after closing hours a late fee of \$1.00 per minute will be charged. For purposes of the guidelines, the clock in the foyer will be the reference point.

## **19. HATS (Re: Occupational Health & Safety)**

Your child is required to bring a hat that complies with the recommendation from the Australian Sun Cancer Council.

## **20. CODE OF DRESS (Re: Occupational Health & Safety)**

Edgeworth Child Care Centre seeks your co-operation in regards to wearing appropriate foot wear, **thongs and slip-on sandals can be extremely dangerous if your child is climbing or running during the day.** Please ensure footwear is securely attached to child's feet.

Also, in summer time we would encourage the children to wear T-shirts or dresses with short sleeves for better sun protection, i.e. no tank tops or dresses with string straps.

Edgeworth Child Care Centre will provide sunscreen 30+ for parents to apply on their child of a morning and for educators to re-apply throughout the day.



## 21. WHAT TO BRING

Please mark all your child's belongings with his/her name.

All children will have a locker at the centre where their belongings are stored. Named clothes are easier to find. We cannot take responsibility for lost items. A lost property basket is located within each room. Please check it regularly, if items are not claimed in two weeks, they will become the property of the centre. Please send children in the 'play' clothes and not their good clothes. Children also enjoy attempting to dress themselves and this is much easier with pull on clothes. 'Easy' clothes are especially important when children are toilet training.

Please provide the following clothes for your child each day;

Children under two (2)

One back-pack or bag containing the following;

- \* Disposable nappies with your child's name on them
- \* Two (2) complete changes of clothing
- \* Dummy in a container (optional)
- \* Bottle, (with formula if appropriate)

One draw string bag / pillow case containing the following;

- \* Cot size sheets (top & bottom)
- \* Blanket, cooler weather
- \* Security toy (optional)
  
- \* Water bottle ½ frozen with water only, this is placed in the eskee on the verandah and enables your child to have a drink at any time through the day.
- \* Sandwich size lunch box for your child's lunch order
- \* Hat

Children two (2) to three (3)

One back-pack or bag containing the following;

- \* Disposable nappies with your child's name on them if required
- \* One (1) complete change of clothes or more if toilet training has just begun
- \* Dummy in a container if required
- \* Bottle if required

One draw string bag / pillow case containing the following;

- \* Cot size sheets (top & bottom)
- \* Blanket, cooler weather
- \* Security toy (optional)

- \* Water bottle ½ frozen with water only, this is placed in the hanging basket on the verandah and enables your child to have a drink at any time through the day.
- \* Sandwich size lunch box for your child's lunch order
- \* Hat

Children three (3) to five (5)

One (1) back-pack or bag containing the following;

- \* One (1) complete change of clothes

Rest-time is optional / One (1) draw string bag or pillow case containing the following;

- \* Cot size sheets (top & bottom)
- \* Blanket, cooler weather
- \* Pillow (optional)
- \* Security toy (optional)
  
- \* Water bottle ½ frozen with water only, this is placed in the esky, so they can go and get a drink at any time through the day.
  
- \* Lunch box. Lunch order is placed inside your child's lunch box this item is then place in the baskets in the foyer behind where you sign in /out.
  
- \* Hat

## **22.    SETTLING IN - YOUR CHILD'S FIRST DAY**

The separation process is often difficult for both you and your child, to assist you in this area establish a pattern when arriving at the centre, i.e. putting their belongings away, settling your child into play e.g. .sitting down at the play dough table and playing for a short while, telling an educator that you intend leaving soon and finally saying goodbye to your child with a warm cuddle. During this routine re-assure your child that you will be going to work and will be returning in the afternoon. Parents should not slip out un-noticed as this makes it difficult for your child to trust you next time you leave them at the centre.

Please feel free to always ring the centre at anytime to find out how your child is settling in. Another helpful point in the separation process is talking to your child regularly about their time at the centre. Find out other children's names that are in their group and remind them of their teacher names.

If you feel good about the centre your child will pick up on this and feel positive about coming to the centre.

### **23. POSITIVE GUIDANCE - BEHAVIOUR**

Educators at Edgeworth Child Care Centre strictly abide to the centre's Guiding Children's Behaviour Policy. Essentially our policy encourages children to co-operate, enhance their self-esteem and encourages their ability to interact with others. Positive acknowledgment for good behaviour is much preferred to punishment which is essentially a negative approach.

### **24. SAFETY AND EMERGENCY PROCEDURES**

The centre has a clear Emergency Evacuation Procedure posted in each room and the foyer. Please take the time to read these so you too are familiar with the procedure. The centre has quarterly emergency / fire drill i.e. 20 times per year to ensure all attendance patterns are covered with the children. A report is written on how successful the emergency / fire drill was and how quickly the occupants of the building were evacuated. The centre has smoke detectors and all necessary fire fighting equipment and these are checked regularly. All permanent educators hold current First Aid Certificates and there is always a staff member on duty with a First Aid Certificate. Educators /staff are constantly aware of health and hygiene and follow strict hand washing practices. All toys and equipment are regularly cleaned and disinfected, babies mouthed toys are disinfected on a daily basis.

The following precautions must be followed if the centre is to be a safe place for your children;

- \* Gates and latches must be kept shut at all times.
- \* Parents - NO SMOKING on the premises.
- \* Children should be brought out to where educators are supervising to indicate that they have arrived. Please do not leave your child in the foyer or rooms that are unattended.
- \* Be aware of safety in our car park, always check for small children who maybe arriving or leaving with their parents.

### **25. NOTIFICATION OF CHILD ABUSE**

It is mandatory for all educators / staff to notify the NSW Government Human Services Community Services Child Protection Helpline if they suspect a child is being abused or neglected.

There are four forms of child abuse: emotional abuse, neglect, physical abuse and sexual abuse.

Children and Young Persons (Care and Protection) Act 1998 (NSW) defines abuse as follows:

“Abuse” in relation to a child means assault (including sexually assault) or mistreats the child or expose or subject the child to behaviour that psychologically harms the child, whether or not with consent of the child.

Physical Abuse is non-accidental injury to a child by a parent/caregiver. It includes injuries which are caused by excessive discipline, severe beatings or shakings, bruising, lacerations or

welts, burns, fractures or dislocations, attempted suffocation or strangulation and death. It also includes abusive administration of drugs or alcohol to a child, or a child being born drug dependant or with foetal alcohol syndrome.

Child Sexual Abuse is the involvement of dependant children or adolescents in sexual activities with an adult or person older or bigger. The child or young person is used as a sexual object for gratification of the older person's needs or desires and is unable to give consent due to the unequal power in the relationship. Sexual assault does not include consensual peer sexual activity.

Emotional Abuse is the harming of a child by excessive or unreasonable parental demands or by failure to provide the psychological nurturing necessary for a child's physical and emotional growth and development. It includes continual scapegoat or rejection, severe verbal abuse and threats of abuse. It also includes situations where the parent's behaviour (eg due to chronic psychiatric disorder, developmental delay, drug or alcohol abuse) harms the child's emotional well-being.

Neglect is the failure to provide a child with the basic necessities of life-food, clothing, shelter, emotional security, medical care and adequate supervision needed for a child's growth and development.

It is not neglect if a parent is unable to provide adequately for the child due to poverty. This should be dealt with by referring the family to appropriate agencies for financial and welfare assistance.

Thank you for your assistance in reading this Parent Handbook, educators / staff are all looking forward to working with your children and getting to know you all. Please introduce yourself to all educators / staff members.

If you ever have any inquiries or problems please feel free to see the Director, at a time, which is convenient to both.

## ATTACHMENTS

# NSW HEALTH

## NSW IMMUNISATION SCHEDULE

FROM 1 JULY 2007

AGE	DISEASE	VACCINE
<b>CHILDHOOD VACCINES</b>		
Birth (Maternity units)	Hepatitis B	H-B-VAX II (babies before 8 days of age)
2 months	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio  Pneumococcal Rotavirus	INFANRIX HEXA  PREVENAR ROTARIX (children born on/after 1 May 2007)
4 months	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio  Pneumococcal Rotavirus	INFANRIX HEXA  PREVENAR ROTARIX (children born on/after 1 May 2007)
6 months	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio  Pneumococcal	INFANRIX HEXA  PREVENAR
*12 months	Measles, Mumps, Rubella Haemophilus influenzae type B (Hib) Meningococcal C	PRIORIX HIBERIX MENINGITEC
18 months	Varicella (Chicken pox)	VARILRIX
*4 years	Diphtheria, Tetanus, Pertussis, Polio Measles, Mumps, Rubella	INFANRIX-IPV PRIORIX
<b>ADOLESCENT VACCINES</b>		
12 years	Hepatitis B Varicella (Chicken Pox) Human Papillomavirus	H-B-VAX II VARILRIX GARDASIL (school-based program)
15 years	Diphtheria, Tetanus, Pertussis	BOOSTRIX
<b>ADULT VACCINES</b>		
50 years and over (Aboriginal only)	Influenza Pneumococcal	INFLUENZA PNEUMOVAX 23
65 years and over	Influenza Pneumococcal	INFLUENZA PNEUMOVAX 23

Issued 1/5/07

\* Refer to the current edition of The Australian Immunisation Handbook for vaccination of children with underlying medical conditions.



An Australian, State and Territory  
Government Initiative

# Notifiable Diseases Recommended by Communicable Diseases Network of Australia

From *Staying Healthy in Child Care*. 5th edition, the National Health and Medical Research Council, Commonwealth of Australia 2013; copyright Commonwealth of Australia reproduced with permission. Available at: <http://www.health.gov.au/nhmrc/> .

AIDS

Anthrax

Arbovirus infection:

- Barmah Forest virus
- Dengue virus
- Japanese encephalitis virus
- Murray Valley encephalitis virus
- Ross River virus
- Kunjin virus
- Other arbovirus infections

Botulism

Brucellosis

Campylobacteriosis (except NSW)

Chlamydia trachomatis - genital infection

Cholera

Cryptosporidiosis

Diphtheria

Donovanosis

Gonococcal infection

Haemolytic Uraemic Syndrome (HUS)

Haemophilus influenzae type b infection (invasive only)

Haemorrhagic fever (quarantinable)

Hepatitis A

Hepatitis B

Hepatitis C

Hepatitis D

Hepatitis E

Hepatitis other

HIV infection

Leptospirosis

Listeriosis

Lyssavirus:

- Australian Bat lyssavirus
- Rabies
- Other

Malaria

Measles

Meningococcal infection (invasive)

Mumps

Ornithosis (Psittacosis)

Pertussis

Plague

Poliomyelitis

Pneumococcal infection (invasive)

[Q fever](#)

Rabies (refer to Lyssavirus)

Rubella/congenital rubella

Salmonellosis

Shigellosis

Shiga-like toxin producing E. coli infection

Syphilis/congenital syphilis

Tetanus

Tuberculosis

Typhoid

Yellow fever

Influenza (laboratory confirmed)

Legionellosis

Leprosy

# National Health & Medical Research Council

## Recommended Minimum Periods of Exclusion

From *Staying Healthy in Child Care*. 5th edition, National Health and Medical Research Council, Commonwealth of Australia 2013, copyright Commonwealth of Australia reproduced by permission. Available at: <http://www.health.gov.au/nhmrc/>.

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases and contacts with cases with infectious diseases.

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until diarrhoea ceases.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chicken pox	Exclude for at least 5 days AND until all blisters have dried.	Any child with an immune deficiency (e.g. leukemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Cytomegalovirus Infection	Exclusion not necessary.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Glandular fever (mononucleosis)	Exclusion is not necessary.	Not excluded.
Hand, Foot and Mouth disease	Until blisters have dried.	Not excluded.
Haemophilus influenza type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hepatitis A	Exclude until medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.

<b>CONDITION</b>	<b>EXCLUSION OF CASES</b>	<b>EXCLUSION OF CONTACTS</b>
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Hookworm	Exclusion is not necessary.	Not excluded.
Human immune-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary unless the child has a secondary infection.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclusion is not necessary.	Not excluded.
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded.
Measles	Exclude for at least 4 days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hrs of their first contact with the first case they may return to school.
Meningitis (bacterial)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving rifampicin.
Molluscum contagiosum	Exclusion is not necessary.	Not excluded.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.



CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Parvovirus (erythema infectiosum fifth disease)	Exclusion is not necessary.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (lice), trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases.	Not excluded.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hrs and the person feels well.	Not excluded.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by an appropriate health authority.	Not excluded unless considered necessary by public health authorities.
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken 5 days of a 14-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).
Worms (intestinal)	Exclude if diarrhoea present.	Not excluded.

**Note:** The NHMRC recommends that children who are physically unwell should be excluded from attending school, pre-school and child care centres. This list should be read in conjunction with the National Health and Medical Research Council's publication:

National Health and Medical Research Council. June, 2012. *Staying Healthy in Child Care*. 5th edition, Canberra, AGPS. Available at: <http://www.health.gov.au/nhmrc/>

## ACKNOWLEDGEMENTS

Some sections of this parent handbook were derived from sources from other centres and from administration manuals. These are gratefully acknowledged.

A complete copy of our centre policies & procedures may be viewed on our website or alternately there is a 'hardcopy' at the centre.

Web Address: [www.edgeworthchildcarecentre.com.au](http://www.edgeworthchildcarecentre.com.au)

Our other contact details are:

Address: 2a Durham Drive, Edgeworth NSW 2285

Mailing Address: PO Box 4028, Edgeworth NSW 2285

Phone: 49 586 282

Fax: 49 588 032

Email: [director@edgeworthchildcarecentre.com.au](mailto:director@edgeworthchildcarecentre.com.au)

[admin@edgeworthchildcarecentre.com.au](mailto:admin@edgeworthchildcarecentre.com.au)

[inquiry@edgeworthchildcarecentre.com.au](mailto:inquiry@edgeworthchildcarecentre.com.au)

Edgeworth Child Care Centre Inc is a community based, not for profit childcare centre.

We are a nationally accredited centre under the National Quality Standard

Wishing you a wonderful time at Edgeworth Child Care Centre,  
from Educators / Staff and Management Committee of Edgeworth Child care Centre Inc.