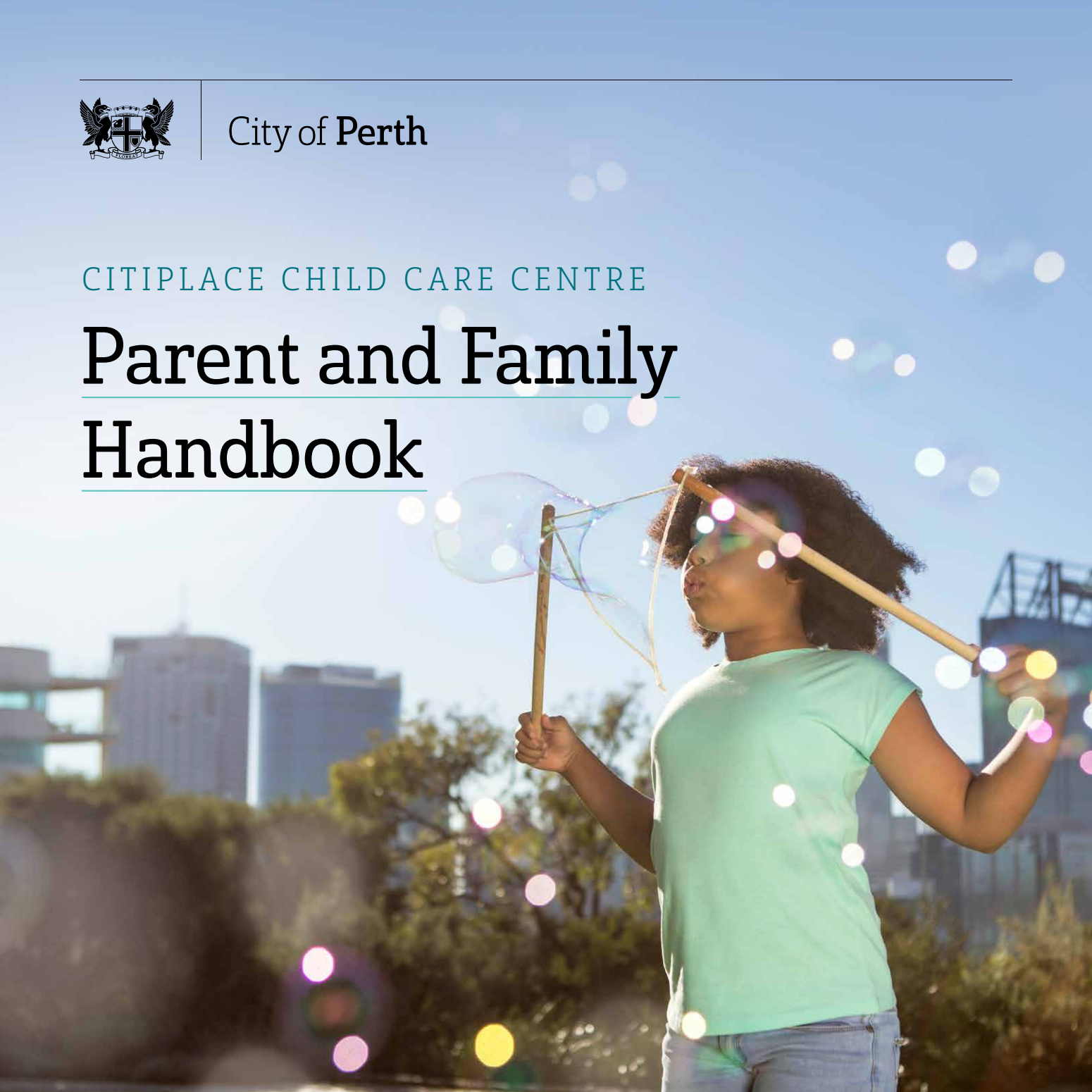




City of Perth

CITIPLACE CHILD CARE CENTRE

Parent and Family Handbook



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*Thank you for choosing the
Citiplace Child Care Centre.
We welcome you to our
community and look forward
to a rewarding relationship
with you and your child.*

This handbook is designed to
give you an overview of our
policies and practices and
to answer commonly asked
questions that you may have.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the
Whadjuk Nyoongar people,
the traditional owners and
custodians of the lands and
waters, where the Citiplace
Child Care Centre is today.





ABOUT CITIPLACE CHILD CARE CENTRE

Managed by the City of Perth, the Citiplace Child Care Centre opened in January 1989.

We work to ensure that life at the Centre is as consistent as possible with the routines, limits, diets and practices that you have in place at home. We encourage you to keep us informed of things that you need to be consistent for your child while at the Centre. Likewise, we will work with you to ensure you are aware of practices that may need support at home (e.g. Behaviour Guidance Plans).

We are licensed and authorised to receive Child Care Subsidy.

APPROVED SERVICE PROVIDER:

City of Perth

ADDRESS:

Shop 16, 378 Wellington Street Perth

NOMINATED COORDINATOR:

Anne-Marie Connolly

EDUCATIONAL LEADER:

Annemarie Debono

Telephone: (08) 9461 3540

Mobile: 0400 248 535

Website: perth.wa.gov.au

Opening Hours: 7.30am to 5.30pm

OUR PHILOSOPHY

We adopt a holistic approach to child care, which includes respect, responsibility and community.

Our program is guided by, but not limited to, the Early Years Learning Framework. Children learn through exploration and discovery in a supportive and enriching environment. Learning is directed by the interests of the children and the curriculum is guided by the children and supported by our staff through intentional teachings.

We believe in strong and healthy relationships based on trust. Relationships are strengthened and nurtured between parents and educators by sharing responsibility and working together to lead the successful development of each child. We provide a warm, safe and secure environment and manage child care in a calm, considered and reassuring manner.

Each child is unique, valued and capable. All children have the capacity to initiate and strengthen learning through play exploration and collaboration. We encourage, respect, appreciate and acknowledge the diversity of all people.

OUR POLICIES

Our policies can be found on display at the Centre in our Policy Manual. We encourage you to provide feedback on our policies which we review annually. We will always advise you of any changes to our policies in displays at the Centre and also in newsletters and/or on notice boards.

LEARNING ENVIRONMENT

Our curriculum supports children's learning in accordance with our philosophy. We create an atmosphere and environment that is responsive to the physical, emotional, intellectual, social and special needs of each child and to the group as a whole.

Our curriculum is supported by the physical environment, which is set up to facilitate:

- Indoor and outdoor learning experiences.
- Quiet and active times.
- Individual, small group and large group times.
- Time for one-on-one staff/child interaction.
- Individual and group interests.

The environment is designed to be flexible enough to allow for spontaneity and support the participation of children with special needs.

CHILDREN WITH ADDITIONAL NEEDS

We welcome children with additional needs and seek to ensure they have the support they need to participate in all activities. We will consult with you and other professionals as necessary to develop plans that will assist children with additional needs to be included in all activities.

Where a child's special needs cannot be catered for within the usual routine, the child will be integrated into the whole group with additional support from an Inclusion Support Worker. Referral to the Inclusion Support Worker or other professionals is made either directly by the parent or by the Director, after permission is given by the parent.

SUPPORTING CHILDREN'S LEARNING AND DEVELOPMENT

We believe children are capable of initiating their own learning. We will be guided by your child's interests when developing activities and writing curriculums.

We learn about children's interests by watching and listening to them and by parents sharing information about their child. You can support your child's development while they are with us by keeping staff updated on your child's interests, likes, dislikes and anything that you think might help us in supporting your child's development.

CHANGES IN HOW SERVICES SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT

A number of changes have occurred in the child care industry recently. All services are required to work in accordance with the Early Years Learning Framework [EYLF] and the National Quality Standards [NQS]. Educators are required to focus on specific learning outcomes which have been developed to support children's learning and development.

Documents have been developed that support this including:

- Belonging, Being and Becoming (children aged 0-5 years).
- My Time, Our Place (after school care).

You can find copies of these documents displayed at the Centre.



ROUTINES

Routines are important for children. They create a sense of safety and security and support the development of social boundaries.

We structure flexible routines related to everyday activities and encourage children to take a role in designing and organising routines. For example, children may choose the music that lets them know it is rest time.

Routines are a part of the day to day activity of the Centre, however there is flexibility in how and when these occur. When it is time for a routine event, staff may use:

- Certain songs or music that occurs when a routine is about to commence.
- The same event occurring before a routine begins i.e. prior to eating lunch, children are supported to wash their hands.
- A pre-empted activity such as putting on hats and applying sunscreen before going outside.

Routines also provide a wonderful opportunity to extend children's learning. We will be:

- Looking for moments within routines to extend children's learning e.g. when hand washing after painting, talking to a child about the water turning a different colour.
- Listening to children and extending their conversations e.g. where does water come from?
- Talking about safety and why equipment may need to be packed away.

SUPPORTING CHILDREN'S DECISIONS AND CHOICES

We support children in making their own decisions and choices and assisting them in developing an understanding that they can influence events in their world.

FEEDBACK TO PARENTS ON CHILDREN'S LEARNING

You are encouraged to take a few minutes when dropping off and picking up your child to talk to our staff about them. We also encourage you to look at your child's file. There will be a range of documents in the file that will provide information on how your child is developing.

Every six months we will formally meet with you to share information and review your child's development for that period of time.

In the child's room there will be a Daily Journal on display, which will provide photographs and comments about the activities the children are engaged in. The Room Curriculum will also be displayed with specific information about the Learning Outcomes focused on and how this has been initiated by the children, staff and families.

Photographs and displays in the child's room will reflect what the children are currently focusing on in their learning journey.

LEARNING OUTCOMES

Information about your child's progress in working toward the Learning Outcomes can be gained by talking to staff or viewing the reports in your child's file. There are five learning outcomes:



OUTCOME 1

Children have a strong sense of identity

- 1.1 Children feel safe, secure and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.

OUTCOME 2

Children are connected with and contribute to their world

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

OUTCOME 3

Children have a strong sense of wellbeing

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

OUTCOME 4

Children are confident and involved learners

- 4.1 Children develop curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity in learning.
- 4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating.
- 4.3 Children transfer and adapt what they have learned from one context to another.
- 4.4 Children resource their own learning by connecting with people/place/technology/natural and processed materials.

OUTCOME 2

Children are effective communicators

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

DELIVERING AND COLLECTING CHILDREN

Our primary concern is the welfare and safety of your child.

Arriving at the Service

We request you hand over your child to a staff member upon arrival. Please keep to the attendance times requested on your enrolment form as this enables the Coordinator to develop accurate staff work rosters. If you wish to change your times, please speak to either the Coordinator or the Administration staff at Reception.

Authorised Persons

We will only release your child into the care of the person who has enrolled the child or the authorised persons identified on the child's Enrolment Form. When both parents are included on the Enrolment Form but are separated or divorced, either parent can collect the child, unless a court order is provided stating otherwise.

We request that you confirm who will collect the child each day. If an unauthorised person arrives to collect your child, the child will not be released until your authorisation (in writing) has been obtained. You must ensure your child's collection is reliably organised, as uncertainties and irregularities can cause anxiety for your child and our staff.

Custodial/Residency Issues

Where a child is not living with either parent or where disputes arise in relation to responsibility for the child, the following will apply:

- Parental responsibility remains with both parents, jointly and individually, except where it is altered by an order of the Family Court of Australia. In the absence of such an order, the child will be released to either parent authorised to collect the child.

- Where a non-enrolling parent cites an Order of the Family Court giving themselves lawful access to the child, the order needs to be produced for inspection by the Coordinator. We will telephone the enrolling parent to check the existence of the order and to inform them of the situation.
- The child will only be released into the care of the parent with parental responsibility for the child, or other person specifically authorised by that parent, except when Family & Children's Services or the Police specifically direct otherwise under the provisions of the Child Welfare Act.

If a parent arrives in a visibly intoxicated or unfit state to collect their child, we will encourage them to contact an alternative adult to take them and their child home.

Late Collections

If you are unavoidably delayed and unable to collect your child at the agreed time you must telephone us to advise staff of your expected time of arrival. If you need to arrange for another authorised person to collect your child, you must provide full details of this person to us in writing.

If you have not contacted us and your child has not been collected within 10 minutes of the agreed collection time, the following will occur:

- We will attempt to telephone you.
- If this is not successful, we will contact the emergency contacts listed on your child's enrolment form and arrange for immediate collection of the child.

A late fee may apply to each child not collected from us at the agreed departure time. Special consideration will be given to unusual circumstances i.e. traffic accident or vehicle breakdown.

If no one can be contacted and your child has not been collected 45 minutes after our normal closing time, the Police will be contacted and asked to take responsibility for your child.

ORIENTATION

When you enrol your child, make some time to visit the Centre with them before they start. Stay with your child while they get to know the staff and other children. This may take a few hours or a few days. We will be flexible in giving you and your child time to adjust to the change.

SETTLING YOUR CHILD

You may have mixed feelings when placing your child in our care. You might experience feelings of guilt, fear, relief, anxiety, confusion or optimism. We understand that this may not be an easy time for you or your child. You are both adapting to being separated for longer times than you have been used to.

Each child is unique and will react differently during the time it takes them to get used to the Centre and being separated from their parent/s. There are things that can be done to help. These include:

- Parents staying with their child for as long as they need to to help their child feel secure.
- Starting by leaving the child for shorter periods of time and build up to a full day.
- Families being free to call the child's Educator to see how she/he is going.
- Talking to your child's Educator about developing a routine of saying goodbye when you drop the child off.
- Always saying goodbye to your child and letting them know you will be back.
- Ensuring that the child's Educator know you are leaving so they can monitor your child.

Children who are distressed when separated from their family will be comforted. Staff will offer reassurance and gradually support children to focus on activities or resources they have an interest in. While children are settling in, staff will remain close and monitor the child's wellbeing.





FAMILY PARTICIPATION

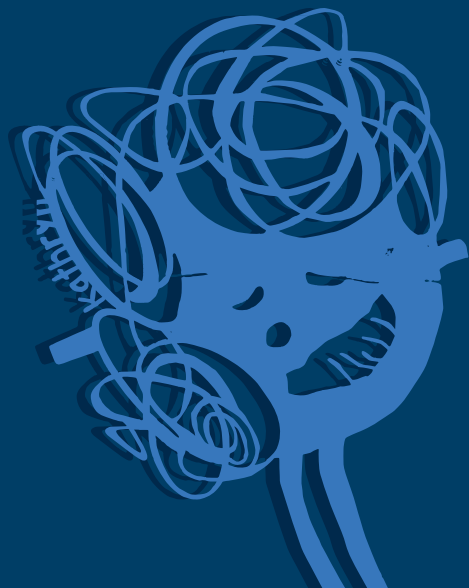
Families and parents have the most influence on their child's learning and development. You are invited to participate in the life of the Centre at a level appropriate to your personal circumstances and needs.

Parents are welcome and encouraged to spend time observing and joining in with their child's learning experiences.

Some ways in which you can become involved include:

- Attending parent and/or carer evenings.
- Asking about your child's day.
- Sharing and discussing your child with your child's educator/s.
- Offering ideas and suggestions, either directly or via email or the letterbox.
- Taking a few minutes to look at the Room Curriculum that is displayed in each room and offering ideas and feedback about how we could build on what we are doing.
- Completing questionnaires or surveys to help improve the Centre.
- Spending time at the Centre.
- Having lunch at the Centre with your child.
- Sharing skills, talents and cultural aspects of your family life.
- Assisting in collecting resource materials.
- Assisting with excursions.
- Attending social and parent functions.
- Reading notices and newsletters.

We understand that parents have busy lives. Any level of support and involvement you are able to give will be valued and appreciated. It will also benefit your child's learning and development.



MEALS

Meals form a significant part of the daily routine for children.

Please make sure that any food allergies, strong dislikes and special dietary requirements of your child are recorded on the Enrolment Form and discussed with the Director or your child's Educator.

We employ an experienced cook who will provide varied, balanced and nutritious lunches and morning and afternoon teas for your child.

In Occasional Care, children are required to bring a packed lunch and other snacks as necessary or you can pay an additional cost for food prepared from our kitchen.

Wherever possible, our staff include multicultural foods to reflect the background of all the children attending the Centre and to introduce new cuisines as an opportunity for children to share in different cultural experiences.

Our weekly menu is on display and we welcome your ideas and recipes. Please feel free to post any ideas or recipes you would like the children to experience in our letterbox. We strive to provide meals that are appetising and offer variety in colour, texture and taste. At meal times, children are always encouraged to help themselves to food and drink and to feed themselves.

Meal times are treated as social occasions and our staff always sit with the children to interact with them, provide help when needed and be a good role model.







BABY BOTTLES

We take particular care to ensure baby bottles are hygienically stored and cleaned after use. We ask you to assist us in this by complying with the following requirements:

- Ensure your baby's bottles are fully made up with formula or milk.
- Please clearly mark the child's name on caps, tops and dummies.
- It is a good idea to leave extra milk as from time to time a growing baby may require more.

Never leave baby bottles in bags, always hand them to staff for refrigeration.

NAPPIES

We provide cloth nappies for those children in nappies. If you prefer your child to use disposable nappies, you are requested to provide a minimum of five disposable nappies per day.

TOILET TRAINING

It is important that we work in partnership with you to meet your child's toilet training needs. Consistency and continuity is important for children learning to use the toilet. Please communicate with our staff in the room your child attends so they can follow the routines you have in place at home for toilet training.

We are aware of the need for children to learn when they can expect privacy. We demonstrate this right to privacy when changing children's nappies and assisting them during toilet training.

You can nominate whether you would like soiled clothing to be disposed of or placed in a sealed plastic bag for collection. This policy has been introduced to avoid the unnecessary spread of germs – please refer to the Health and Hygiene Policy.

WHAT SHOULD YOUR CHILD WEAR

We will support your child to develop an understanding of their right to privacy when dressing and undressing. This will be achieved by inviting children to change in specific areas of the Centre that allow them privacy. It is important that children are in comfortable clothes that do not restrict their enjoyment or participation.

Children should be able to play, paint and have fun without feeling they must not get their clothing grubby. Please dress them in play clothes that are easy to wash. Clothes should be sun smart, avoiding strappy dresses or singlet-style tops.

Labelling clothes is a good idea, even if you use existing labels on the clothing and put the child's first name and initial of surname. Labelling shoes is essential. Names should be written on shoes, sandals and sneakers as it is very hard to decide who owns which ones when they are of a similar design and size.

Different age groups require the following consideration:

- | | |
|---------------------|---|
| 0 to 2 Years | Wear clothing that makes nappy changing easy. |
| 2 to 3 Years | Wear items that allow them to develop independence at toilet time. For instance, track pants or shorts with elastic waistbands are easier for little fingers to handle than buttons and zips. |
| 3 to 6 Years | Wear items that allow them to be totally independent. At this stage, they like to make decisions about when they want to go to the toilet unaided. Therefore track pants and shorts with elastic waist bands are ideal. At this age they are learning to do up and undo buttons and zips, but too many can lead to frustration. |

WHAT YOU WILL NEED TO BRING

You will need to bring a bag containing the following items for your child:

0 to 2 Years

- A complete change of clothing suitable for current weather conditions.
- Five disposable nappies each day or, for full time children, a bag of disposable nappies to be kept at the Centre. Staff will advise when supplies are getting low.
- One dummy – only if required by your child for sleep time.
- One soft toy or item of comfort, such as a teddy or security item.
- Training pants (minimum six pairs) and extra clothing when your child is toilet training.
- A pair of shoes for children who are able to walk. These should be worn on arrival and departure.
- Sun hat to keep at the Centre (legionnaire style hats with a peak and neck flap are best).

2 to 3 Years

- A complete change of clothing suitable for current weather conditions.
- A pair of shoes that should always be worn on arrival and departure.
- Pants and knickers (minimum of three pairs) to allow for inevitable accidents.
- Training pants (minimum six pairs) and extra clothing when your child is toilet training.
- One soft toy for rest time, such as a teddy bear or a security item.
- Sun hat to keep at the Centre (legionnaire style hats with a peak and neck flap are best).

3 to 6 Years

- A complete change of clothing suitable for current weather conditions.
- Pants and knickers (minimum two pairs) to allow for the possibility of accidents that can occur when children are engrossed in play.
- A pair of shoes that should always be worn on arrival and departure.
- One soft toy for rest time and as a comforter, such as a teddy, if your child feels the need to bring this.
- Sun hat to keep at the Centre (legionnaire style hats with a peak and neck flap are best).

PERSONAL TOYS

We understand that many children would like to bring toys to the Centre, however sharing these with other children can be a difficult concept for a child to grasp. Therefore, we believe it is better to leave personal toys at home.

Please let your child bring a security toy only i.e. dummy, rug or sleep teddy. Ensure these toys are clearly labelled with the child's name. No other toys are to be brought into the Centre. Great distress is caused to children when their toys are lost, broken or played with by other children.

Sometimes children accidentally put Centre toys into their bags and take them home. Please return these toys to Reception or one of our staff.

OTHER ITEMS WE ASK YOU TO LEAVE AT HOME

Lollies

We respect the wishes of parents who do not approve of lollies and those whose children are not allowed lollies in their diet for health reasons.

Chewing gum

An impossible item to remove from carpets or your child's clothes or hair.

Money and marbles

These can get lost and may end up in the mouth of a small child, causing a safety hazard.

Jewellery

Bracelets and necklaces can get broken and lost during play. Except in the case of a Medic Alert or special religious necklaces and bracelets, jewellery should not be worn. If earrings are worn they should be small and neat so they cannot cause damage to your child's ear if pulled.

PHYSICAL ENVIRONMENT

We provide an appropriately sized and equipped indoor and outdoor area with adequate space to work, play and talk in small groups. The physical environment should offer challenging elements that allow for a range of experiences that build on children's learning.

Outdoor spaces should include features such as plants, trees, edible gardens, rocks, mud, water and shaded areas in line with sun protection recommendations. The design of the outdoor area assists staff to adequately supervise children.

THE NATURAL ENVIRONMENT

We will:

- Foster children's understanding and respect for the natural environment and knowledge of interdependence between people, plants etc.
- Share information with children about the impact of human activities on the environment.
- Encourage children to participate in experiences that build respect and a sense of responsibility for the environment.

Provide spaces that promote the development of life skills including growing and preparing food, waste reduction and recycling.



SPECIAL EVENTS

Special events that happen during the year provide an excellent learning and socialising opportunity for the children.

Programs will reflect the cultural differences of all families using the Centre. We celebrate special events that reflect the cultural heritage and ethnic origins of the children attending the Centre including but not limited to:

- Special person's day (e.g. Mother's Day and Father's Day).
- Christmas.
- Easter.

We appreciate that some parents may not wish their child to participate in particular celebrations. Notice will be given to parents of forthcoming celebrations, so that they may choose if they wish for their child to participate.

BIRTHDAYS

Children's birthdays are a special day that many families would like us to celebrate. If parents wish to celebrate their child's birthday, you may provide a cake, cupcakes or other snacks. Due to an increase in food allergies, we are required to know the contents of each item bought in.

Our staff will encourage the children to sing "Happy Birthday" and will take a photograph to enable parents to share in this special day if they cannot make it in for the party.







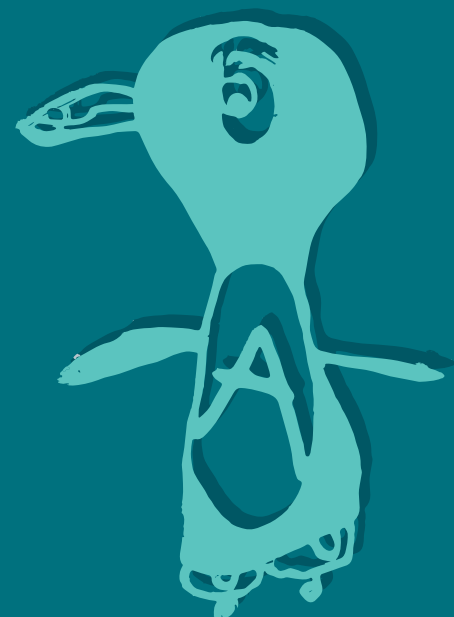
EXCURSIONS

Children will be taken on excursions outside of the Centre as part of planned activities. Excursions are considered to be important in providing a range of learning experiences for children.

Prior to each excursion, a notice outlining all details of the outing will be given to parents and carers. Permission slips must be completed and signed before a child is able to take part in any outing. All excursions will comply with the requirements of the Education and Care Services National Regulations 2012. Staff will do a risk assessment of excursions and provide for higher staff ratios where required.

No child will be taken outside licensed child care premises without written permission. Should you not wish your child to participate in any excursion, your child will be cared for at the Centre as normal.

In the interests of everyone concerned, please do not send your child on an excursion if they display any signs of being unwell.



STAFFING ARRANGEMENTS

We maintain high levels of supervision of children at all times. The staff to child ratios outlined in the Education and Care Services National Regulations 2012 are strictly adhered to. These ratios are:

Age group of children	Staff to Child Ratio
0 to 24 months	1:4
24 to 36 months	1:5
36 months and older	1:10

Children will be appropriately supervised at all times. Staff will position themselves where they can see all the children under their supervision, listen carefully to what is happening and get to know the children individually so they can anticipate their needs. Staff will join in the children's play and encourage them to try new experiences.

Children outdoors will be supervised in small groups for safety. Children will be given opportunities for self-discovery and freedom of choice. Staff will judge when children need an adult to facilitate play or will join in at the child's request. Children will be regularly reminded of safety procedures for fixed play equipment and encouraged to try new challenges as appropriate.

HYGIENE

One of the challenges in group care situations is controlling the spread of infections amongst the children and staff. We follow the application of universal hygiene procedures at all times to control the spread of infection. Staff will role-model a high level of personal hygiene and place emphasis on the children learning and understanding why hygiene is important.

Hand washing is central to this system and children will be introduced to washing their hands before all clean tasks (i.e. meals) and after all unclean tasks (i.e. after using the toilet) as soon as they are developmentally ready.

IMMUNISATION

Immunisation of children who attend the Centre helps limit the spread of infection. We encourage parents to immunise their children against all diseases appropriate to the child's age. A record of your child's current immunisation status will be kept on file.

The Child Care Subsidy can only be paid for children who have been immunised or have an approved immunisation exemption as stipulated by the Department of Human Services under Medicare.

EXCLUSION

As a protection for all, children with infectious diseases will be excluded from the Centre in accordance with the National Health & Medical Research Council (NHMRC) exclusion guidelines (available at the Centre).

Before a child can be re-admitted to the Centre, a medical certificate is required after contracting Diphtheria, Hepatitis A, Polio or Tuberculosis. The Director will only allow children back into care who fulfil the criteria for return to care as recommended by the NHMRC.

If your child is unwell at home, please do not bring them to the Centre. Children who have more than a slight cold should remain at home. Fevers, vomiting, diarrhoea or unexplained rashes are indications that a child should not be brought to the Centre.

UNWELL CHILDREN

We are not able to care for children who are ill. If a child is ill or has received an injury, please notify the Coordinator or the child's Educator.

In the case of your child becoming ill while at the Centre, you will be contacted and asked to take your child home. If you are unable to collect the child yourself, you may nominate one of your authorised emergency contacts to do so.

If staff are concerned that your child has a high temperature, they will take action to reduce this through physical treatments (i.e. removing the child's clothing and quietly laying the child in a cool place), until you arrive to take your child home.

Subject to signed approval from the parent, if your child's temperature rises to 39 degrees Celsius the Coordinator will administer Panadol in accordance with the specified dosage. If your child's temperature reaches a critical level, you will be contacted and an ambulance called.

The Coordinator has the prerogative to call an ambulance or doctor if urgent medical attention is required. Every effort will be made to contact you, or your nominated emergency contact, as soon as possible. All medical and ambulance costs are the parents' responsibility. Staff will release your child to a medical person as per the Enrolment Form.

There may be occasions that it is in the best interest of the child for a staff member to accompany them to a medical facility. Staff are only able to do this if the parent has provided consent in the Enrolment Form and if there are enough staff at the Centre to meet the required ratios of staff to children.

MEDICATION

The administering of medication to children will be strictly monitored to ensure the child's safety and welfare. Only prescribed medications, or medications accompanied by an explanatory letter from your child's medical practitioner, will be administered by staff. Clear written instructions must be provided to ensure the appropriate dosage is given.

Whenever possible, medication should be administered by parents at home. However, if your child requires medication whilst attending the Centre, the following will apply.

Prescription medication will only be administered by staff if:

- It is prescribed by a doctor and has the original label detailing the child's name and required dosage; and
- The parent has completed and signed the Authority to give Medication Form that day.

Non-prescribed medication may be administered by staff for one day if authority has been provided via the Authority to give Medication Form. After one day of illness, a child should be kept at home as per the Exclusion Policy.

You must never leave medication in your child's bag or pocket. You must:

- Inform the child's Educator.
- Place the medication in the medication cupboard or in the refrigerator.
- Sign in the medication.
- Complete the Authority to give Medication Form situated in your child's room.

Staff will only give prescribed medication if they are able to follow the doctor's guidelines on the pharmacist's dispensing label or in an accompanying letter from the doctor.

The doctor's guidelines must show:

- Patient's name.
- Name of the medication, dosage and frequency of administration.
- The way it is to be administered.
- Date of dispensing.
- Expiry date.

Children with allergies need confirmation from their doctor. Parents will be required to complete an Inclusion Plan.

For asthma medications, parents should request the pharmacist to mark the dosage on the label as well as the child's name. Please supply us with a copy of your child's asthma plan.

The Coordinator or Educator should also be notified if your child is receiving medication at home that is not required to be given at the Centre. We need to be advised of the nature of the medication, its purpose and of any possible side effects it may have.

SUN PROTECTION

To ensure all children are protected from skin damage caused by ultra violet rays of the sun, the following applies:

- Children are encouraged to wear a hat that protects the face, neck and ears whenever outside.
- SPF 30+ broad-spectrum water resistant sunscreen will be provided for children and applied 15 minutes before going outside.
- Parents are asked to ensure children are wearing shirts that cover their shoulders.
- Staff will act as role models by wearing hats, applying sunscreen and seeking shade wherever possible.

FIRST AID QUALIFICATIONS

At least one staff member on duty will have current first aid qualifications and will administer first aid as required. A fully equipped First Aid Kit is maintained. All staff are trained to deal with asthma attacks and anaphylaxis.

WORKPLACE HEALTH AND SAFETY

Our priority is the health and safety of children, staff and visitors. Smoking is not permitted inside or outside the premises.

A staff member is assigned to carry out regular safety inspections of the Centre. Anything that may cause an accident or injury is dealt with immediately (if possible) or a plan put in place to manage the risk until it can be eliminated.

It is the responsibility of all staff, visitors and contractors to be committed to Workplace Health and Safety practices. If you become aware of anything at the Centre that may cause an accident or injury, please advise the Coordinator immediately.

EMERGENCY AND EVACUATION

We practice evacuating the building in case of an emergency (e.g. fire) at least quarterly. Parents need to be aware of emergency exits. A floor plan of the building is located at the front doors and the procedure for each room is in the children's rooms and by each exit door. Children rehearse evacuating the building as a routine that supports the child's learning. This is accomplished in a calm manner that will not cause stress. For more information please refer to our Service's Workplace Health and Safety Manual.

ACCIDENTS

Despite every precaution, accidents will occur from time to time. You are required to provide written authority, as per the Enrolment Form, for staff to seek medical attention for your child should it be required.

In the case of a minor accident, a staff member that has a first aid qualification will attend to the injured child. You will be informed about the incident when you arrive to collect your child.

If a serious accident occurs, you will be contacted immediately. If you cannot be contacted, we will telephone your authorised emergency contact person. The Director may assess that an ambulance is required or that your child needs to be taken to a local clinic or medical practitioner for treatment. Wherever possible and when staff ratios allow it, a staff member will accompany your child until you are able to be there. You will be provided with a copy of the Accident Report completed by the person in charge at the time of the accident.

GUIDING CHILDREN'S BEHAVIOUR

Learning appropriate behaviour is part of your child's social development. We aim to help children to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations.

Keeping in mind that children learn best when they feel good about themselves, staff will provide each child with guidance that helps the child acquire a positive self-concept and learn what to do rather than what not to do.

Some steps staff implement include:

- Establishing trust and confidence between staff and child.
- Guiding, demonstrating and role modelling behaviours that are acceptable to the child.

- Frequently pointing out and praising children's good behaviour.
- Establishing sensible rules and limits for the children to follow.
- Encouraging awareness of and respect for others.
- Giving lots of support and attention.

You are encouraged to discuss your child's behaviour with the Educator/s in your child's room to ensure consistent behaviour expectations between home and the Centre.

Limits to children's behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

Children will be encouraged to settle any differences in a peaceful manner. Staff will focus on positive behaviour, providing praise and encouragement where appropriate. Wherever possible, problems will be prevented before they arise by using methods such as diversion, ensuring there is enough equipment for all.

Behaviour guidance will be constructive, positive and suited to the age of the child. When unacceptable behaviour occurs, or is about to occur, some of the measures staff may take, depending on the age of the child, are:

- Redirection.
- Distraction (change the focus of the activity or behaviour).
- Active listening or observing to determine the underlying cause of the behaviour.
- Reasoning, discussing, problem solving and resolving.
- Disapproving of the action rather than the child. Staff will never label the child as naughty or a bully.
- Children will be treated with respect and fairness.
- Children will be taught about empathy for others.

At no time will a child receive any form of corporal punishment (e.g. smacking, placed in a room alone, made immobile, frightened or humiliated in any way), nor will food or drink be withheld as a form of punishment.

LIMITS

We find that limits protect the safety and well-being of every child and ask that parents reinforce these with their child.

- Respect for other people and their property.
- Only leaving a room under adult supervision or knowledge.

If children consistently display behaviour that impacts on others, staff will ensure:

- The expectations of the child's behaviour are realistic and appropriate to their developmental level.
- The child understands the limits.
- There is no conflict between the expectation of our staff and the parent/s.
- The child's needs are being met.
- Any impediments that may contribute to the unacceptable behaviour (e.g. dietary problems, poor hearing, poor co-ordination, communication difficulties, illness or emotional distress) are taken into account.
- The child is not copying observed behaviour.
- Events at the Centre have not encouraged the behaviour.
- Consequences of the behaviour do not encourage it to persist.
- Strategies are consistently followed by all caregivers in contact with the child.

Biting and hitting are normal behaviours in the development of most children, usually caused by lack of verbal communication skills. These behaviours will be managed using the same positive behaviour guiding strategies that staff use to deal with other unacceptable behaviours. Members of staff are always available to discuss such issues with you and will work with you to address any persistent behaviour problems.





EXCLUDING A CHILD

We recognise that group care situations will not be suitable for all children. Children will only be excluded from the Centre after all reasonable strategies (within a reasonable amount of time) have been employed to positively influence a child's behaviour and have not had the desired result. The decision to exclude a child will be determined in consideration of the health, welfare and safety of the other children and staff.

We will invite the parent or guardian to meet with the Coordinator to advise them of the decision to exclude their child from the Centre. A follow-up letter will then be forwarded to the parent or guardian to advise them of the decision in writing with a copy of the Behaviour Guidance Plan provided.

The parent or guardian will be encouraged to seek additional professional support for the child and will be invited to contact the Centre should the child's behaviour be such that they could return. The decision to accept the child returning will be based on evidence that the child's behaviour is such that they could return.

HOW TO ENROL

You have been asked to complete an Enrolment Form. You will need to name all authorised persons who may deliver or collect your child from the Centre. Authorised persons must be over 16 years of age. It is your responsibility to ensure your authorised persons are responsible and available when required.

Legally, your child cannot attend the Centre unless your child is officially enrolled. You need to re-enrol your child each year. If any of your details change, please advise the Director immediately.

You can enrol by collecting an Enrolment Form at the Centre or having one emailed to you. You will also be required to provide the Centre with a copy of your child's Immunisation Record and Birth Certificate.

CHILD CARE SUBSIDY

The government may subsidise your child care fees. The amount you receive for Child Care Subsidy (CCS) is based on your income and work, study or volunteer hours. Please refer to the Department of Education and Training for more information.

Everybody that meets the requirements of the 'work, training, study test' is eligible for the Child Care Subsidy (CCS). Please refer to the Department of Human Services for more information.

You are eligible for CCS if:

- You are a parent, foster parent, legal carer or grandparent with a child in your care.
- Your child meets the immunisation requirements.
- You or your partner meet residency requirements.

You must pay your fees whether or not you have claimed CCS.

Where to apply:

Department of Human Services office (formerly Centrelink)

Family Assistance Office

You will need your child's Immunisation Record. To receive CCS your child must be up to date with their immunisations.

Payment of CCS:

Will go directly to the Service and may help to reduce your fees.

SIGNING IN AND OUT

Signing children in and out of the Centre is a legal requirement under the Community Services (Child Care) Regulations and is also a requirement of the Department of Education and Training.

Sign-In/Sign-Out Sheets are located at reception. If you do not complete the sheets, you will not be eligible to claim Child Care Subsidy for that day.

NOTIFYING US IF A CHILD DOES NOT ATTEND

Parents should notify us if their child will not be attending during their booked time as soon as this is known or by 10am on the day they will not be attending.

CCS may be paid for up to 42 absence days for each child per financial year, provided the absence has been recorded on the attendance record and signed. These absences may be for any reason and include public holidays. When these absences have been exhausted, the family may claim additional absences subject to certain criteria. The parent should discuss their individual circumstances with the Coordinator.

Absences must be recorded and signed off by the parent on the Sign In/Sign Out sheets.

Please note: *The forms that you sign for the purposes of CCS are legal documents and we remind you that giving false information is a criminal offence.*

PAYMENT OF FEES

Fees can be paid for via Direct Debit, cash, cheque, eftpos, credit card at reception during working hours.

Direct Debit: City of Perth

BSB: 066 000

Account Number: 12320211

In the subject line write: Child Care and your child's name

- Fees are to be paid one week in advance.
- Failure to pay fees will result in enrolment being terminated.
- Fees are processed immediately at reception, if you are paying Direct Debit, the City of Perth will notify us when a payment has been received and it will be processed usually within three working days.
- A statement can be provided at any time.
- Statements will be issued weekly and will indicate attendance, receipts and CCS details.

Families may elect to book a regular full-time or part-time place, or choose to use us on a casual basis. Places are always subject to availability and to Commonwealth guidelines regarding Priority of Access.

Families who elect to book regular full-time or part-time places are required to pay fees for their normal day of care:

- Fees are payable for Public Holidays.
- When you or your child is ill and does not attend the centre.
- During leave absences unless otherwise organised with the Coordinator.

Any changes to, or cancellation of regular/permanent bookings must be communicated to the Administration staff at Reception. A notice period of one week is required for cancellations. Where notice is not given, the parent will be charged for one week of normal booking. Penalty fees do not attract the Child Care Subsidy. The Administration Assistant must be advised of the return date of children who are absent from the Centre. If the child does not return on this date and the Administration Staff are not notified, the place will be cancelled by the Coordinator.

Casual care must be paid for by the first scheduled payment after the care has been provided. Casual care clients cannot be guaranteed a place.

Parents are responsible for paying fees. If a parent is unable to pay the fee, they are to advise the Coordinator in advance. Parents having difficulties paying fees must contact the Coordinator immediately. There are some instances where families experiencing hardship may be able to get support with paying the fees through Department of Human Services.

When fees are not received, Administration staff will email the parent giving five days' notice to pay the account. If the payment is not paid, the Coordinator will contact the parent. If the account is not paid in the following 24 hours, the City of Perth will be advised.

PRIORITY OF ACCESS

The Commonwealth Government has set specific priorities of access that apply to early education and care service. These are:

First priority	Children at risk of serious abuse or neglect.
Second priority	Children whose parents satisfy the work/training/study test under section 14 of the Family Assistance Act.
Third priority	Any other child.

This means that when the Centre is full those families who are third priority may be asked to alter their care arrangements to allow a family with higher priority to access the Centre.

PRIVATE DISCUSSIONS

At times there may be matters that are best discussed in a private setting. Please don't hesitate to ask staff to speak with you privately. We will be diligent in informing you promptly and sensitively of any incident that affects your child.

FEEDBACK

We welcome and encourage feedback from parents and staff. Feedback fulfils a number of purposes including:

- Helping us to develop a curriculum that supports your child's learning and development.
- Supporting us to continuously improve.
- Letting us know what is working well so we can continue to do so.
- Providing positive feedback to staff to encourage good practice.

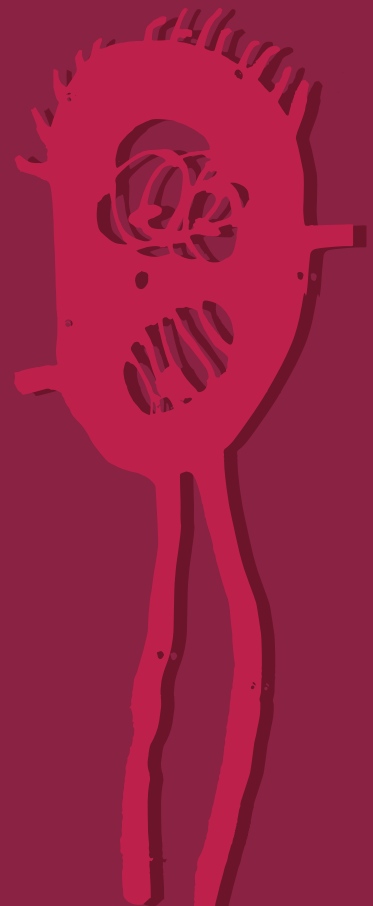
On display at the centre will be our:

- Philosophy Statement.
- Code of Conduct.
- Policy Manual.
- Parent Manual.
- Staff Manual.
- Workplace Health and Safety Manual.
- Pamphlet.
- Letterbox for feedback.
- Information about EYLF and other related documents.

WAYS TO PROVIDE FEEDBACK

- Email: anne-marie.connolly@cityofperth.wa.gov.au
- You also can provide written feedback to Reception.

All feedback is logged and reviewed by the Coordinator and actioned in accordance with our policies and procedures.



DIFFERENCE BETWEEN NEGATIVE FEEDBACK AND A FORMAL COMPLAINT

Negative feedback is treated differently from a formal complaint, which requires a formal investigation. All feedback about a service or employee remains confidential.

Feedback received by email, or from Reception is recorded in a Feedback Log and presented to the Coordinator. The Coordinator ensures that feedback is followed up. The person providing negative feedback can request the outcome of their feedback at any time. Services are required to reflect on their practice, consider improvements and implement improvement strategies in relation to the feedback.

If three different individuals submit negative feedback about an staff member, occurrence or situation at the Centre, a formal investigation will occur.

FORMAL COMPLAINTS

Parents, other professionals, community members and staff can lodge a formal complaint at any time. The subject of the complaint will be provided with a copy or summary of the complaint and a formal investigation will then take place.

Formal complaints are not opinions. They must be based on evidence that demonstrates misconduct or poor performance. The complainant must provide details of any specific events, relevant evidence (including witnesses) and an expected outcome. The Director will launch a formal investigation based on this information. Formal complaints are not anonymous and the complainants name will be released to those involved in the formal investigation.

Person responsible for complaints:	Anne-Marie Connolly
Contact number:	(08) 9461 3541
Education and Care Regulatory Unit (ECRU):	1800 199 383 or (08) 8655 1833

PROTECTING YOUR CHILD'S SAFETY AND WELFARE

All staff who work with children have a valid Working with Children Check.

Allegations of maltreatment of a child will be taken seriously. The staff member will be suspended with pay, subject to an investigation.

If you are concerned that your child has been, or is being maltreated by a staff member, you should advise the Coordinator as soon as possible. If you feel uncomfortable about raising your allegation with the Coordinator, you may approach the Assistant Director/Educational Leader and/or write a formal complaint.

We are required to report all allegations of child abuse made about a staff member. Allegations are to be reported to the Education and Care Regulatory Unit (ECRU) followed by consultation with Department for Communities' Children's Services Office (CSO). The Department of Communities Child Protection may also be advised.

Parents may also contact the ECRU directly to discuss their concerns, or to gain advice or support in making an allegation.



OTHER HELPFUL INFORMATION

Sleep Time

Please discuss your child's current sleep patterns with their Educator. Children are encouraged to rest each day. Some younger children will need to sleep, while others will read, play quiet games and construct puzzles.

Parents' requests about their child's sleeping pattern will be adhered to as far as possible. Remember, however, that in group care there are many distractions and children's sleep patterns may be different.

At no time will a child be forced to take a sleep or to stay awake. Sleep time will be in accordance with each child's need and routine.

Educators will ensure that cots and bedding meets with Australian Standards and sleeping children are monitored. Infants will be placed in their cots to sleep as recommended by health authorities to minimise risks:

- Sleep babies on their back from birth, not on their tummy or side.
- Sleep babies with head and face uncovered.
- Provide a safe and relaxed sleeping environment.
- Sleep each baby in their own safe sleeping place and monitor closely (especially for the first six to twelve months).

Children are permitted to fall asleep with a comforter. However, the comforter will be removed once the child has fallen asleep (as per recommendations by Kids Safe) to reduce the likelihood of harm.

Physical Activity

Being physically active every day is important for the healthy growth and development of infants, toddlers and preschoolers.

For infants (0 to 1 year) physical activity, particularly supervised floor-based play in safe environments, should be encouraged from birth. Before infants begin to crawl, encourage them to be physically active by reaching and grasping, pulling and pushing, moving their head, body and limbs during daily routines and during supervised floor play, including tummy time. Once infants are mobile, encourage them to be as active as possible in a safe, supervised and nurturing play environment.

Toddlers (1 to 3 years) and preschoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day. Young children do not need to do three hours of physical activity all at once. It can be accumulated throughout the day and can include light activity like standing up, moving around and playing as well as more vigorous activity like running and jumping. Active play is the best way for young children to be physically active.

Children younger than 2 years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games) and for children 2 to 5 years of age these activities should be limited to less than one hour per day. Watching television and DVDs and playing computer games usually involves sitting for long periods. This time could be spent playing active games or interacting with others.

Infants, toddlers and preschoolers should not be sedentary, restrained or kept inactive for more than one hour at a time, with the exception of sleeping.

All children need some down time but they are not naturally inactive for long periods of time. Sitting in strollers, highchairs and car seats (restrained) for long periods is not good for children's health and development.

Meeting these recommendations may seem like a challenge at times. Further information, including a brochure with tips and ideas to help you include more activity in your child's day, can be found at www.health.gov.au.

Healthy Eating

Food is selected to provide children with a balanced diet that is low in saturated fat, salt and preservatives.

Please advise the Coordinator if your child is following a special diet or develops a need to exclude certain foods for dietary or intolerance reasons. Where possible, we will endeavour to accommodate your child's needs.

In accordance with the Anaphylaxis Management Guidelines, we request that parents refrain from using any nut spreads in sandwiches or products containing nuts in the lunchbox.

To assist us in future meal preparation and planning, please keep us informed of your child's likes and dislikes. Family input is always welcomed and encouraged.

The current week's menu is on display outside the kitchen. Recipes and ingredient lists can be viewed on request.

For further information on healthy snacks and nutrition, please feel free to consult with our staff or visit www.nutritionaustralia.org or www.heartfoundation.org.au.

A Balanced Diet for Healthy Kids

The Dietary Guidelines for Children and Adolescents in Australia (DGCA) recommends that for best health, children should enjoy a wide variety of nutritious foods. This means eating different food types, as shown by The Australian Guide to Healthy Eating (AGHE), to obtain all the required nutrients without excess energy (kilojoule) intake.

Variety also refers to choosing a range of foods from within each food group, particularly from the plant-based food groups:

- Fruit.
- Vegetables and legumes.
- Breads and cereals.

The Australian Guide to Healthy Eating (AGHE)

The AGHE is a guide to the amounts and types of foods that are necessary to get enough of the nutrients needed for good health and wellbeing. The AGHE is divided into five food groups that provide important nutrients that the body needs. These are referred to as everyday foods and are:

- Breads, cereals, rice, pasta and noodles.
- Vegetables and legumes.
- Fruit.
- Milk, yoghurt and cheese.
- Meat, fish, poultry, eggs and nuts.

In addition, extra foods are the foods that do not fit into the above food groups because they have limited nutritional benefit. Oils and margarine should be eaten in small amounts and confectionary, soft drinks, hot chips and crisps should be eaten only occasionally. It is also important to consume plenty of water as part of a balanced diet.

Additional Resources

We offer all families access to information about resources in the community that are available. A Directory of Services is available at the Centre. Please don't hesitate to ask the Coordinator if you feel your family or your child need additional support in managing matters that arise. The Coordinator will be able to support you in accessing resources, information or other services that may assist you.

