

FAMILY HANDBOOK

2020



Bayside Kindergarten and Childcare

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Welcome!

The educators, staff and management committee of the Bayside Kindergarten and Childcare.

This handbook is designed to give you an overview of the Bayside Kindergarten and Childcare, and to assist in the preparation of childcare for both you and your child at this important time.

The decision to place your child in day care, and your choice of an appropriate centre, is one of the most important decisions that you as a parent, can make.

Bayside Kindergarten and Childcare is a non-profit service and provides full and part-time care for children from 6 weeks old to school age. The Centre is a TAFE Queensland and Office of Early Childhood Education and Care initiative to provide quality care for children of students and staff of the Metropolitan South Institute of TAFE and families in the community.

MANAGEMENT OF THE CENTRE

Although situated on TAFE QLD land, we rely solely on parental and TAFE QLD involvement to operate and manage the service. Our Management Committee is elected annually and all are voluntary workers with a vast range of expertise and experience in various fields who work as a team with centre staff to provide the highest quality of care possible for your children.

We encourage all parents to contribute their individual expertise and be part of the decision-making process and management of the Centre at informal meetings held once every 6 weeks. An agenda and information regarding meeting dates are posted in the foyer. Wide ranges of issues are discussed at these meetings with decisions being made accordingly.

Parents' involvement in the periodical consultation and review of centre policies, procedures and practices is encouraged. Attendance at committee meetings allows family input into the decisions of the centre and an opportunity to review implemented changes. Minutes of the meetings are available to all families to enable all families an opportunity to be aware of changes and decisions resulting from each meeting.

If you'd like to become a part of our Committee, Please speak with our Director, or one of our friendly staff!

Bayside Kindergarten and Childcare acknowledges and respects the diversity within its community.



MANAGEMENT COMMITTEE

Chairperson	Rebecca Taylor
Vice Chairperson	Jade Dickins
Secretary	Renee Whelan
Treasurer	Joan Taylor

Parent Rep	April Bullion Melissa Brown
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TAFE Representatives	Letitia Walton-Smith Rebecca West
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Staff Representative	Nadia Khalil
Centre Director	Meegan O'Donohue

EDUCATORS/ STAFF, QUALIFICATIONS AND POSITIONS

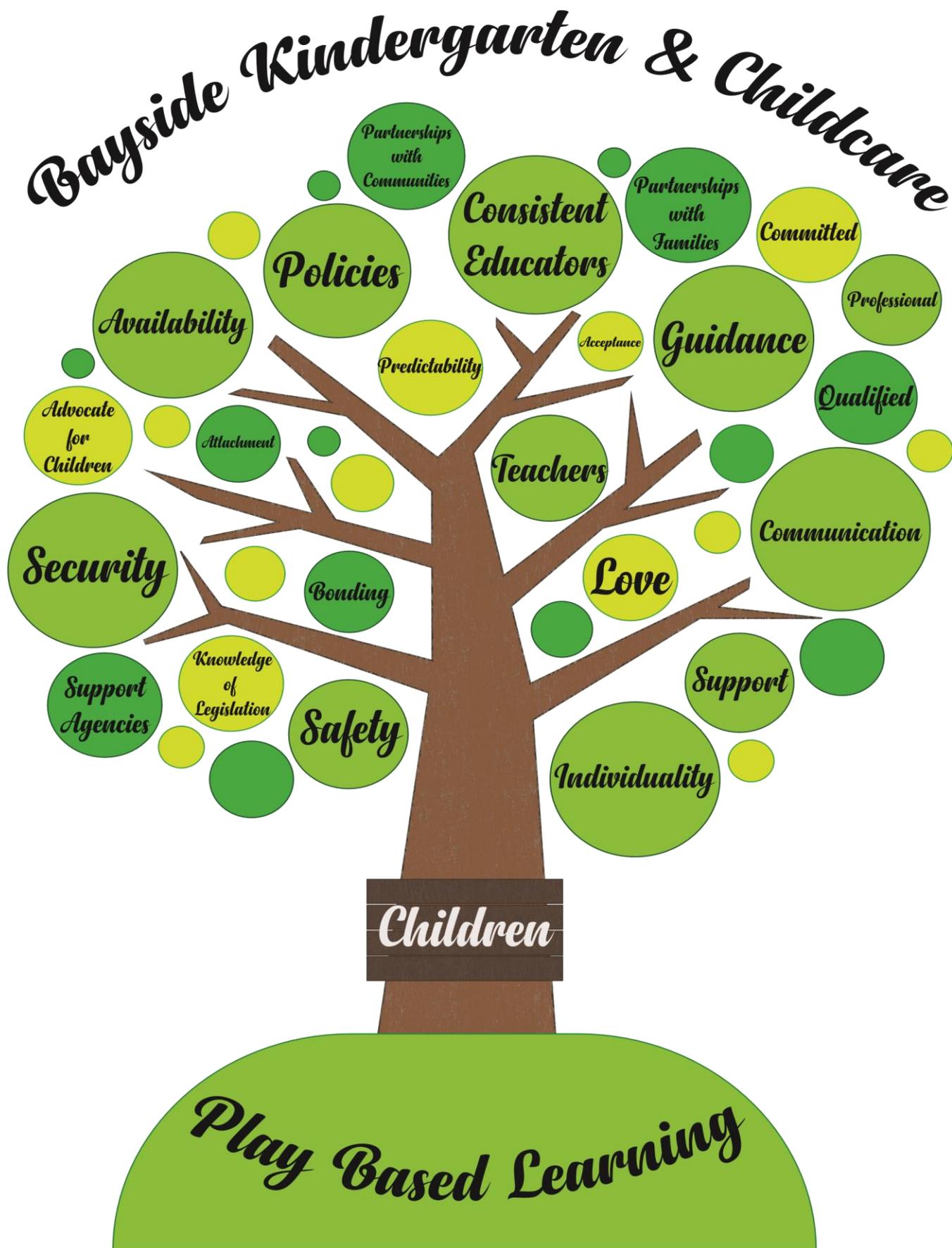
Staff Name	Position	Room	Qualification
Meegan O'Donohue	Director		
Meegan O'Donohue/ Jess Evans	Kindergarten Teacher	3 to 5 Group	Bachelor of Education- Early Years Diploma Community Services (Children's Services)
<u>Louise Martin</u>	Lead Educator	3 to 5 Group	Diploma of Community Services (Children's Services)
Tanya Edser	Lead Educator	3 to 5 Group	Diploma of Community Services (Children's Services)
Kelsey Rashleigh	Lead Educator	0 to 2 Group	Diploma of Community Services (Children's Services)
Christopher Luckley	Educator	0 to 2 Group	Certificate III in Community Services (Children's Services)
Taylor Buckley	Lead Educator	15mnth-3years group	Diploma of Community Services (Children's Services)
Lauren Gale	Educator	15mnth-3 years group	Certificate III in Community Services (Children's Services)
Emily White	Educator	15mnth-3 years group	Certificate III in Community Services (Children's Services)
Alexandra Bottomley	Lead Educator	15mnth-3 years group	Studying Diploma holds Certificate III in Community Services (Children's Services)
Kaitlyn Clews	Administrator	Office	Certificate III in Community Services (Children's Services)
Kelly Hull	Cook Part time	Kitchen	Food Handlers Supervisor Certificate
Nadya Khalil	Support Educator/Float	All rooms	Diploma of Children's services.

This publication is current as at January 2020. Updates and improvements are continually made as a result of review from Educators, Families and Committee Representatives. Updated copies will be made available to families as changes are included.

Information provided in accordance with Section 106A (Giving information to parents and Guardians) of the Child Care Amendment Regulation (No.1) 2005

CENTRE PHILOSOPHY

Our tree is symbolic of our continued growth. A canopy of care and education for the children we work with, the families that we support and the students we teach. It represents our commitment to provide a safe, loving and nurturing environment for all.



CENTRE MISSION

At Bayside Kindergarten and Childcare our aim is to provide the highest level of care and education for your child in a warm, nurturing and safe environment. This is done by creating a feeling of acceptance and sense of belonging in an environment which enables each child to feel safe and secure.

The Centre provides educationally appropriate and stimulating curriculums to assist in the development of the whole child, their physical, social, emotional, cognitive, creative and moral growth through interest based and play based learning. The experiences provided will cater for each child's individual development and reflect current interests of the group or individual children. We identify the value of play on development.

Current research has shown that children attain higher levels of achievement through engaging in play.

"Children's early learning influences their life chances" (Early Years Learning Framework, 2009)

The educational play-based curriculums here at Bayside assist each child to build and develop at their own individual rate with guidance and support from the highly professional and well experienced educators.

We aim to provide curriculums that will reflect our full appreciation of Australia's multicultural society, enhancing the children's awareness of, and respect for, cultural differences and similarities. Our curriculums are designed to help your child in developing all areas for success now and in later years along with the ability to equip them with the necessary tools to deal with life.

"Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators' work together in partnership to support young children's learning." (Early Years Learning Framework, 2009)

Bayside endeavours to create a "community" atmosphere and recognise the importance of creating a link between the local community, the home and the Centre, where parents and educators can work in partnerships to develop the child as a whole in a mutually supportive and caring environment.

"When educators' establish respectful and caring relationships with children and families, they are able to work together to construct curriculum and learning experiences relevant to children in their local context." (Early Years Learning Framework, 2009)

Our Aim is to:

- Provide a warm, nurturing and safe environment that accommodates each individual child's and families needs
- Settle each child happily and contentedly into the groups and curriculum of the centre
- Our standards of operation, care and current practices will be above the standards of Government Regulations
- Provide an educational play based curriculum which caters for each individual child's development in the areas of physical, social, emotional, cognitive, creative and moral growth
- Plan for and implement an inclusive curriculum that enhances children's awareness of, and respect for cultural differences and similarities and the role all people can provide to the community and / or the centre
- Value each child as an individual while recognising their unique capabilities and interests allowing them to develop to their full potential
- We will provide qualified, caring and enthusiastic educators who will nurture each child's learning, thinking and development

We believe that parents are the child's first educators and encourage parental participation and input at all times, whilst respecting individual lifestyles, values and beliefs, and their rights and opinions.

PARENT PARTICIPATION

The centre adopts an 'open-door' policy and aims to:

- Establish a mutually supportive partnership between Educators and parents, with open communication and respect;
- Welcome parent participation in all aspects of the centres activities, allowing them to be comfortable with their chosen level of involvement;
- Promote access to information and advice about child development and other relevant child/family related issues;
- Assure parents that their confidences and confidentiality will be maintained at all times;
- Provide regular information up-dates about the service via newsletters and notice boards; and
- Provide the opportunity for parent involvement in management decisions through encouraging attendance at Management Committee meetings and through membership of the Association.
- Acknowledge the diverse backgrounds of families and be respectful of their individual cultural, religious, and family beliefs;
- Encourage families to share their wide range of knowledge, skills and experiences with the children and service and to be valued for their contributions;
- Ensure regular communication, either written or verbal, into their child's individual portfolios and the centre program;

Other methods of parent involvement and communication are:

Regular newsletters
Parent noticeboards
Program noticeboard
Family information pockets
Suggestion box
Feedback through children's portfolios
Working bees
Fundraising
Management Committee meetings

Throughout the year suitable opportunities are arranged for informal contact amongst staff and families. Surveys and questionnaires as well as informal discussion are regularly utilised to ensure parent consultation is sought. Changes as a result of such consultation is implemented and reviewed to ensure the needs of children and their families are met to the highest standard.

Compliance History Log Book:

Families are advised the centre provides a log book in accordance with the Child Care Act 2002, which contains our licensee compliance history including any contravenes, amendments and action taken to rectify the contravention.

It is the parents/guardians right under Section 88N of the Act to inspect this logbook at any time, or request a copy of part thereof. The logbook does not include personal information about a child or adult (other than the licensee).

CONFIDENTIALITY

All information regarding children and their families is confidential. The Educators maintain a professional approach at all times and treat all information regarding centre practices, families, children and fellow Educators as strictly confidential. Child progress records (portfolios) are maintained in a thorough, concisely documented manner and be made available to each individual family on request. Information pertaining to each family/child's progress records will not under any circumstances be shared with another person either in written form or verbally. Telephone numbers of staff and families using the centre will not be given out to anyone without prior consent.

The exception to this statement is information requested by the Office for Early Childhood Education and Care, and the Child Care Assistance Office. Under current legislation, information requested regarding children and families of this service, must be provided to these Departments on their request.

Children's files will be kept on the premises at all times. Parents can request access to their child's file in writing to the Director only. Copies of their files can be requested. Please note: If both parents have enrolled their child/ren then both parents must sign the written request for this information.



PROGRAM DOCUMENTATION

All documentation is linked to the Early Years Learning Framework and for those children participating in the Kindergarten Program, the Queensland Kindergarten Learning Guidelines.

The programming process begins with collecting information about the children's learning. This will be recorded in the form of learning stories, anecdotal records, work samples, photos, folios, developmental mapping and class learning stories. We focus on each child within a group context, and document their play, learning interactions and involvement through photos, samples of work and written statements. The Educator's will then use this information to reflect and review a child's learning while assessing and evaluating their progress. From here a plan will be created to further assist in development or follow a child's interest. The next step in the planning process is for the Educator to prepare and implement the plan that has been created for the child/ren. Finally, the plan will then be evaluated along with the Educators self reflection. This reflection helps us identify individual children's areas of strength, ability or interest, the effectiveness of the experiences we are providing, our teaching practices and how well we are meeting the children's and families needs. Documentation is recorded in each child's individual portfolio, in group documentation books and project books. The documentation contains dates for all written work and photos. These dates can then be linked to the summary of experiences contained in the centre written program.

Another part of the documentation process is **ASSESSING** children's learning and extending on children's identified strengths, abilities and interests by providing experiences and activities to build on what we

have seen or spoken to family members for their input into the learning process. Most of this assessment and provision of experiences is immediate and provided spontaneously for all children. Some experiences are planned for future implementation and this is most often experiences planned for the whole group or small groups of children, or teacher initiated experiences. All experiences are planned with purpose, or intent, to extend on children's existing skills and challenge them to new levels of learning. This ensures that the program is tailored to suit each child's current stage of learning and meet any interests and needs they may have.

All experiences and teaching strategies are related back to the centre philosophy, which has been established through consultation with parents, families, and educators.

*A philosophy is a belief or ideal that links the practical environment to child development theories, parent needs, and children's needs.)

FURTHER PLANNING is where the program comes to life; we put into practice the experiences/activities, learning and teaching strategies and ideas that the children and the Educators have developed to further each child's area of interest, need and ability.

The program reflects each child within the group as a whole; we look at holistic development (a whole child approach) to support an individual. This further learning is identified in the group documentation books, on the centre written program, and is extended both immediately through the children's lead, and over a period of time depending on the experience offered and involvement of the children.

The Educators then reflect again on what they have planned, through diary entries, group leader meeting discussions, and discussion with the children to see if the activity/learning meets the individual need of the child and how the group responded as a whole. Through these observations and discussion we come back to the beginning and start the whole process again. Sometimes this process is immediate and takes perhaps an hour in total from beginning to end; sometimes this process takes many weeks- the determining factor always being what the children's strengths, interests and ideas are at any given time.

The National Quality Standards Guide states the need for:

- An approved learning framework to inform the development of a program for each child that enhances their learning and development.
- and that;
- The program for each child takes into account their strengths, capabilities, culture, interests and experiences.

At Bayside Kindergarten and Childcare we use portfolios to document all relevant information. These portfolios are stored in the children's rooms and can be accessed at any time by parents wishing to view individual information on their child. Parent involvement at the centre is always encouraged and valued and is highly valued in the planning process. Parents bring a wealth of knowledge about their children to the centre and this information is utilised to assist the Educators in providing experiences that are relevant and worthwhile to both the child and their family. Families are encouraged to evaluate the effectiveness of the programming methods at the service and to make suggestions for improvement. A parent input/feedback book is provided for this purpose. This information is utilised to implement positive changes to the methods of programming. In addition to parent input into the programming process, parents are encouraged to view the content of their child's portfolio at any time and give written or verbal feedback on the contents of their child's portfolio. We strongly encourage every family to contribute information about their child, and families' interests and relationships, into the portfolios as this is a working document that belongs to each family. It acts as a link between the centre and the child's world outside of the centre.

THE QLD KINDERGARTEN LEARNING GUIDELINES AND PROGRAM

Bayside Kindergarten and Childcare is an **approved provider** of the Kindergarten Curriculum guidelines. The Queensland Government Approved Kindergarten program identifier has been developed to identify approved kindergarten programs. Only individual services which deliver programs that have a service agreement and that continue to meet the requirements of the Qld Kindergarten Funding Scheme (QKFS) are **permitted** to use the identifier. Bayside may use this identifier at the centre, within newsletters, website, promotional material and email signatures.

The Learning program is provided to children in the year prior to Prep for 15 hrs a week and 40 weeks a year. This is a **non-compulsory** early education program available for children who are 4years old by 30th June in the year they participate in an approved kindergarten program.

It is delivered by a **qualified early childhood teacher** and aligns with the Early Years Learning Framework and Queensland Kindergarten Learning Guidelines. It is **funded** by the Queensland Government and therefore normal childcare fees apply are not altered.

An additional enrolment form pertaining to the kindergarten program must be completed with the inclusion of a copy of the child's birth certificate.

Children in the Kindergarten program must attend for a minimum of 15 hrs over the week. This means:

- Children attending 1 day are ineligible for funding
- Children attending 2 days per week must attend 7.5 hrs a day (between 8.00-4.30pm)
- Children attending 3 days per week must attend at least 5 hrs a day (between 8.00-4.30pm)
- Children attending 4 days per week must attend at least 3.75hrs a day (between 8.00-4.30pm)
- Children attending 5 days per week must attend at least 3 hrs a day (between 8.00-4.30pm)

A transition statement will be provided to each child’s family at the end of their Kindergarten year. This document will summarise the child’s current learning, development, interests and family background. Copies of the Qld government Kindergarten Curriculum guidelines are available from the centre or can be accessed on the Queensland studies Authority Website.

AGE GROUPINGS AND STAFF RATIOS WITHIN THE CENTRE

The Centre consists of 3 to 4 age groupings, these groups are:

Nursery	Birth to 2 years	8 children	2 educators
Toddlers	15 months to 2 years	10 children	2 educators
	2 years to 3 years	10 children	2 educators
Kindy	3 years and over	22 children	2 educators

An additional Educator is rostered on each day to assist throughout the rooms as needed.

Educators are covered for all lunch breaks by a regular staff member as often as possible to maintain continuity of care.

A team of highly skilled and professional educators with appropriate qualifications guide the Centre. Educator: child ratios are at all times maintained in accordance with Education and Care Services National Regulations 2011 / National Law 2011 and are often above the minimum ratios required.

Notices stating current information about groups and educators at the centre are posted on the door to each relevant room. These notices have photos and names of each educator that is responsible for each room on any given day. Families may use this information to assist them to identify the educator member who will be able to communicate with them the most information regarding their child’s day.

HOURS / WEEKS OF OPERATION

The Centre is open from **7.00am - 6.00pm Monday to Friday**. 50 weeks per year (with the exception of public holiday).

It is our policy that fees are payable for any holidays taken throughout the year. Parents are not charged for the 2 weeks that the centre closes between Christmas and New Year.



FEES

Daily: Under 3 yrs	\$ 85.00
Daily: Over 3 yrs	\$ 85.00
Building and maintenance levy	\$3 per week
Enrolment Pack	\$25 includes T-shirt and hat (not compulsory)
Security Bond (1-2 Days)	\$ 150.00
(3 - 5 Days)	\$ 250.00 (refundable with 2 weeks written notice of termination of enrolment)

LATE FEES- A Late Fee of \$15.00 IMMEDIATE FEE and \$1.00 PER MINUTE for each minute thereafter will apply and is payable for late collection of children after 6pm.

(This fee may be waived only in exceptional circumstances at the discretion of the Director). All Parents, Educators and children must leave the building by 6.00pm.

Fees are determined by the establishment under a not for profit budget. Should any surplus result this will be expended into improving equipment, facilities, building improvements etc at the centre.

Fees are reviewed 6 monthly and maintained as low as possible while ensuring the provision of quality care is maintained. Current fee rates are outlined on the wall in the office foyer.

Any increase in fees will be advised in writing with a minimum of 2 weeks' notice.

Fees must be maintained at a zero balance at all times. The security bond will be held by the centre until the child's last date of attendance at the centre. The bond will be refunded in full to families where a nil balance exists on their account at their last date of attendance. Any outstanding fees due at this time will be deducted from the bond and the balance (if applicable) refunded to parents.

Once a booking is made, fee payments are due for those days booked including those which fall on Public Holidays, or when children are absent due to sickness or holiday, as the child's place is being held & costs are incurred regardless of attendance.

The centre does not have a policy nor is it practical to provide 'make-up' days for absences.

Should a child's place be no longer required in the centre, **two (2) weeks' notice in writing** must be given. Should parents elect to pay 2 weeks fees in lieu of the last 2 weeks of attendance then fees will be charged at the full day rate as child care benefit is only payable up to the last day of the child's actual attendance.

- **Fee Payment**

The preferred method of payment of fees is via Direct Debit. Alternatively, you may pay via Eftpos or Credit Card if you wish.

Fees will be receipted, and a weekly Statement issued on a Monday. Statements will be emailed to you and will include fees payable for the current week. Whatever money you deposit will be put towards your account. **For more information, please ask to see the 'Fee and payment of Fees Policy.'**

ENROLMENTS (PRIORITY OF ACCESS)

The centre practices an enrolment policy of non-discrimination on the basis of sex, cultural background, religious beliefs or level of ability.

All places at the centre are allocated in accordance with the Commonwealth Priority of Access Guidelines and centre policy as follows:

Priority 1 - A child at risk of serious abuse or neglect

Priority 2 - A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under Section 14 of *A New Tax System (Family Assistance) Act 1999*

Priority 3 - Any other child/ Non-Working Families

And as per their position in the relevant priority on the waiting list

Other priorities exist within these categories as per Instruction sheet 10 Priority of Access Guidelines for Child Care services, Department of Education, Employment and Workplace Relations (Sept 2008) (See the Director or Administrator for further details)

Within each category of the Commonwealth guidelines, *Metropolitan South Institute of TAFE teachers and students (undertaking a DET recognised qualification leading to employment) take first priority.*

Children of centre employees are eligible for enrolment at the centre. They will be accepted into the centre according to the Priority of Access Guidelines determined by the Commonwealth Government, which states that where places are sponsored by an employer, the service may require priority 3 places to be vacated so that they can be used by the children of the employer's employees.

Children of priority 3 families may be offered preferred days upon enrolment, on the understanding that they may be required to negotiate a change in days to allow children of Priority 1 and 2 parents to access the Centre. This may result in priority 3 parents being asked to change/reduce days or leave the Centre, but will be retained on the waiting list as existing families.

The centre operates on a not for profit budget and it is therefore necessary to fill places as soon as possible after they are vacated. **Places cannot be 'held' vacant without payment** by parents/guardians requiring later starting dates than that offered to them.

A refundable Security bond of \$150 per child (1-2 days enrolled) or \$250 per child (for 3-5 days enrolled) per child (capped at 2 security bonds per family)

CHILD CARE BENEFIT & CHILD CARE REBATE

Families may choose to receive CCB as either a fee reduction or as a lump sum payment at the end of the financial year. The level of fee reduction is based on the family's estimated adjusted taxable income in the year in which the care is to be received.

If families choose to receive a lump sum CCB payment or are in-eligible for CCB payments due to their income threshold, a Customer Reference Number must still be provided to the centre so the FAO has a record of each families' child care usage.

It is the PARENT/GUARDIANS RESPONSIBILITY to provide the centre with a Customer Reference Number and Child Reference Number for each child.

Parents can apply for the Child Care Rebate and Child Care Benefit by phoning the Family Assistance Office on 13 61 50

It is the parent's responsibility to-

- Notify the Family Assistance Office of any changes in their circumstances (this can be done by phone)
- Advise all childcare services used when they have reached their 42-day allowable absence limit.
- Advise the child care service of other children receiving care in other approved services
- Advise the FAO Office that their children are using the service
- Sign their child in and out each attendance day to ensure accurate recording keeping by the centre.

Information provided by families to the Family Assistance Office, is applied by the Family Assistance Office to the centre through weekly data transfer to the service. If information received by the centre from the FAO is incorrect **it is the family's responsibility** to contact the FAO and amend the information. The centre does not have the authority nor software capability to amend any records issued to us by the Family assistance Office.

BAD DEBTS

Reminders are issued as soon as fee payments fall behind. Should payment not be forthcoming a formal letter will be sent outlining the amount & details of money owed. A second letter referring to legal action, referral to a Debt Collection Agency and the forfeiture of the child's place at the Centre will then be sent.

Parents/guardians experiencing difficulty meeting outstanding fee payments may make arrangements with the centre Director for regular instalments. Each case will be assessed individually at the discretion of the Director. Once an arrangement is negotiated payment must be made accordingly or child's/children's place in centre must be vacated.

NOTIFICATION OF CHANGE OF ADDRESS

This is the responsibility of the parents/guardians and should be provided to the Child Care Director on the Enrolment/Update Form. Any other details required on the Form eg. details of emergency contacts which have been changed must also be provided. Please note this is a requirement under the State Regulations governing the operation of childcare centres and is in the interest of yourselves and your child.

ARRIVAL & COLLECTION OF CHILDREN

ARRIVAL

- Children are to be placed into the care of an educator
- Attendance records (sign in/out sheets) are to be signed and completed by parent/guardian
- Room roll is to be completed by educators as children arrive

COLLECTION

- Parent/guardian are to notify educators of children leaving
- Room roll is to be completed by educators as children leave
- If possible, please advise educators of another authorised person's collecting the child.
- Person's authorised to collect children will be listed on the child's enrolment form. If this person is unknown to staff photo identification will be requested.
- If an unauthorised person is to collect a child, parent/guardian will be contacted immediately to seek authority. Again photo identification will be requested.

WHAT TO BRING

Please provide the following items **EACH DAY** for your child.

General - (all age groups)

A piece of fresh fruit/vegetable or a serving of dried fruit (to share for morning or afternoon tea).

At least two complete changes of NAMED clothes (appropriate for the season).

Their centre hat should remain at the centre in their hat pocket/hook when not in use

At least 4 pairs of training pants and/or nappies as required.

Please note - no creams or medications are to be left in children's bags, please see Educators regarding this.

Additional For 0 to 2 year group

All of the above plus the following:

Appropriate number of prepared bottles; milk/formula **with the child's name clearly marked. Please ensure that formula is measured out by parents.**

At least 2 complete changes of NAMED clothes.

At least 5 nappies for each day. The centre does not provide nappies and we do not have spare nappies for the children.

Please ensure that ALL your child's belongings are placed in a bag, which can be fastened and are CLEARLY NAMED. Educators cannot be held responsible for misplaced clothing or un-named belongings.

SETTLING IN

Before your child starts at the centre it is advisable for the child and the child's family to visit and become familiar with the centre.

The "settling in" process may be a little nerve racking for both parent and child. The new surroundings, new routines and profusion of playmates may confuse the child. It can sometimes be difficult for children who have not been in any sort of care previously to accept and bond with new caregivers. However, children are very adaptable, it is rare to find a child who does not "settle in" after some time. The importance of assisting children to feel secure and form strong attachments to their peers and carers is valued and supported by all educators at the centre. Families are encouraged to stay for a short while on their child's first few days to assist in this transitional process and reassure the child. We understand that this is a case by case strategy. Some children will respond better to a clear routine of knowing parents or guardians need to go to work by saying goodbye and leaving quicker. Information on your child's first day will be provided to reassure both the child and their families. Educators will discuss how the child is adjusting and seek input from the family, to ensure the needs of the child are planned for in consultation with the family. We encourage you to call us at any time during the day to check on your child.

Families are encouraged to share knowledge regarding their child's development, interests, and likes, fears etc, including any additional needs of their child. Families will continue to be consulted and communication maintained for the ongoing long-term benefit of children and families.

Establishing a good relationship with the Centre's Educators - especially your child's primary caregivers - is essential to "settling in". Please feel free to discuss your child with their caregiver at any time. The best environment for your child is one that has strong links between home and centre. We also encourage you to bring any comforters that the child may have as well as family photos. We feel this develops a sense of connectedness between the home and centre environment and encourages a feeling of belonging for the children.

We trust that your association with Bayside Kindergarten and Childcare will be a happy one- full of love, caring, understanding and respect for children and families.

CENTRE POLICIES

The centre policies are available to view at all times; these can be found in a green or black folder in our foyer.

Some of the more applicable policies to new families have been included *in brief to assist you and your child in the settling in process* in this parent hand book. *Please see Meegan or Kaitlyn if you require further clarification.*

Sun Protection Policy

RATIONALE AND POLICY CONSIDERATIONS.

Bayside Kindergarten and Childcare has an important role to play in ensuring a sun safe environment for all members of Bayside staff, educators, volunteers, children and parent community.

Queensland has the highest rate of skin cancer in the world, accounting for approximately 80 per cent of all new cancers diagnosed each year across the state (Cancer Council Queensland 2014). As childhood sun exposure is an important contributing factor to lifetime skin cancer risk, sun safety practices should be supported and encouraged all year round.

POLICY STATEMENT

Bayside has a duty of care to ensure effective sun protection is provided to all children, Bayside staff, educators, volunteers, and the parent community.

A sun protection policy ensures that the centre is a safe and protective environment and that sun protection behaviours are integrated into daily activities, planning and procedures. A sun protection policy is also a requirement of the National Quality Framework.

STRATEGIES AND PRACTICES

The centre will:

- **Where possible, plan daily outdoor activities outside of peak UV times** Quality Area 2: Children's health and safety

Outdoor activities must be carefully planned to take place at times during the day when UV levels are low. Outdoor activities should be avoided around the midday hours when UV levels are highest. Multiple sun protection methods are required whenever the UV Index level is forecast to reach 3 or above. In Queensland, the UV index level is 3 or above all year round.

Ensure the centre has adequate, quality shade. Use a minimum of SPF30 broad-spectrum, water-resistant sunscreen and have appropriate hats and clothing to guarantee Sun Smart outdoor activity.

- **Provide shade** Quality Area 2: Children's health and safety, Quality Area 3: Physical environment

All outdoor activities will be planned in shaded areas. Play activities will be set up in the shade and moved throughout the day to utilise daily shade patterns. The centre will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments will be conducted to monitor existing shade structures and assist in planning for additional shade.

Enforce wearing of sun protective hats Quality Area 2: Children’s health and safety
Staff, educators and children are required to wear hats that protect their face, neck and ears at all times when outdoors. Examples of appropriate hats include:

- Bucket hats with a deep crown and brim size of at least 5cm(adults6cm)
- Broad brimmed hats with a brim size of at least 6cm (adults7.5cm) or legionnaire-style hats.
- Baseball caps or visors do not provide adequate protection from the sun. Children without an appropriate hat will be required to play in an area protected from the sun. (For example under shade, on a veranda or indoors.) The centre will keep a selection of spare sun- protective hats. Spare hats will be washed after each use.

• **Clothing** Quality Area 2: Children’s health and safety

Staff, educators and children are required to wear sun-protective clothing that covers as much of the skin as possible. This includes wearing:

- Clothing with sleeves, collars, and covered neckline. Loose fitting clothing will be cooler.
- Longer style skirts, shorts and pants.
- Children who wear sunglasses will be supported and encouraged by staff. A close fitting wrap-around style that meets the AS 1067 standard will offer best protection from UV for the eyes.

Children without appropriate clothing will be required to play in an area protected from direct UV from the sun. (For example under shade, on a veranda or indoors)

• **Sunscreen** Quality Area 2: Children’s health and safety

Staff, educators and children are required to apply sunscreen 20 minutes prior to going outside. The sunscreen will be SPF30 or higher, broad -spectrum, water-resistant and reapplied every two hours. Parents are asked to apply sunscreen to their children in the morning before they arrive. Sunscreen is to be stored in a cool, dry place and the expiry date monitored.

• **Babies** Quality Area 2: Children’s health and safety

Babies under 12 months should not be exposed to direct sunlight and are to remain in full shade when outside. They must wear sun- protective hats and clothing. Small amounts of Toddler SPF30 or higher sunscreen may be applied to their exposed skin if direct exposure is unavoidable.

• **Role modelling** Quality Area 4: Relationships with children

Staff, educators, parents and visitors are required to act as role models and demonstrate sun safe behaviour by: wearing appropriate hats, clothing, sunglasses, applying sunscreen and utilising shade.

📄 **Education and information** Quality Area 1: Educational program and practice,

Quality Area 5: Relationships with children, Quality Area 6: Collaborative partnerships with families and communities.

The centre will incorporate sun protection information into learning programs and via communication to staff, educators, parents and visitors via newsletters, noticeboards, enrolment material and information sessions.

Policy Availability Quality Area 6: Collaborative partnerships with families and communities, Quality Area 7: Leadership and service management.

The sun protection policy will be communicated and made available to staff, educators, parents and visitors upon arrival at the centre. Staff, educators, parents and visitors will be informed about any updates or amendments that are made to the sun protection policy in a timely manner.

Review Quality Area 7: Leadership and service management

Management and staff will regularly monitor and review this sun safety policy by consulting available resources and information.

Arrivals and Departure Policy and Procedures

RATIONALE AND POLICY CONSIDERATIONS.

Bayside Kindergarten and Childcare understands that families who utilise our service place a high level of trust and responsibility on educators in the belief that, in their absence, their children will be kept safe and their health and wellbeing protected.

To ensure the wellbeing and safety of all children in education and care services there are legislative requirements that services must adhere to and implement into practice relative to the arrival and collection of children in our care.

POLICY STATEMENT.

All children must be accompanied into Bayside and collected by a parent or responsible adult. In this regulation a parent does not include a parent who is prohibited by a court order from having contact with the child (Education and Care Services National Regulation 2011, Division 6).

Children may only be collected by an authorised person (18 years of age or over) whose details are recorded on the child's enrolment form or on an authority to collect form.

In an emergency situation, a parent may email the centre with the name, address and phone number of an authorised person. This person must bring identification on picking up the named child/ren.

STRATEGIES – How will it be done?

A child may only leave Bayside premises under any of the following circumstances:

- A parent or authorised nominee collects the child;
- A parent or authorised nominee provides written authorisation for the child to

leave the premises;

- A parent or authorised nominee provides written authorisation for the child to attend an excursion;
- The child requires medical, hospital or ambulance treatment, or there is another emergency.

It is also important to note that the parent or authorised nominee are required to sign in and out as per legislative requirements, each day the child attends Bayside. These records are important in the event of an emergency evacuation of Bayside and also for parental enquires if it is necessary to check on collection of a child. It is also a requirement for eligibility for Child Care Benefit (CCB) payments and for funding under the Queensland Kindergarten Funding Scheme (QKFS), that children are signed in and out for attendance and that all absences are signed.

PROCEDURE:

On Arrival

On arrival at Bayside please:

- Sign your child/ren in on the appropriate form displayed on the foyer bench top. This will require your written name and time of drop off and your signature. If there is a change in contact numbers for the day, please provide this in the parent communication book in your child's room.
- Please ensure you place your child's belongings in their locker and then take them to the Educators on duty. Meeting points are in either the nursery yard (7am-8:15am & 4pm) or the child's room/yard after these times.

On Departure

At departure time please:

- Come in and greet your child;
- Together farewell your child's educator or the Educator that is in charge of the group and other educators as appropriate;
- Sign your child/ren out on the appropriate form (recording the time of pick up and your name and signature);
- Ensure you accompany your child from the time they leave the educators in charge and until you leave our centre. Please be very careful once you leave our gates and cross out into the car park, as there are a lot of cars coming and going which could cause accidents.

Educators Should:

At the end of each day educators are to sign/initial each child out as they see them leave with an authorised adult on the room sign in/out form. This is to be used as a checklist for the closing educators ensuring all children from all rooms have been collected. If a child has not been signed out by educators, the educator on the last shift is to contact educators and family to confirm the child is not still in the building.

Acceptance and Refusal of Authorisation Policy

RATIONALE AND POLICY STATEMENT.

Bayside Kindergarten and Childcare's aim is to ensure that we act in an appropriate manner and keep accurate records to ensure the safety of the children is maintained in accordance with Education and Care Services National Regulations, 2011.

In order for this to occur, Bayside requires authorisation for actions such as administration of medications, collection of information, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not and may therefore result in a refusal.

STRATEGIES and PROCEDURES – How will it be done?

- Medication; (regulation 92)
 - Medication will be administered by educators of Bayside following the medication policy.
- Children leaving the premises in the care of someone other than their parent; (99)
 - Children will only be allowed to leave the centre with persons other than the parents if permission has been granted by the parent, in form of;
 - Written permission, outlining full name of authorised person, contact number and relationship to the child, as per nominated in the enrolment form
 - Adding the authorised person to the enrolment form
 - Email/phone call from parent outlining the full name of the authorised person, contact number and relationship to the child
 - Photo identification will be checked of all authorised persons collecting a child, by educators who are unfamiliar or have not met the individual. This will ensure educators are sending the child home with the correct person.
- Children being taken on excursions (regulation 102)
 - Children can be taken on excursion if,
 - The excursion has been authorised by the Nominated Supervisor, or 2 members of the Management Committee
 - Permission has been sort as per Bayside's Excursion Policy
 - The excursion is beneficial to the child's development and or leisure.
- Providing access to personal records
 - Personal information will only be provided to the child's parents and outside agency's when

- Signed consent by the parent that has enrolled their child. If both parents have enrolled their child, then both parents must sign a written request for this information or providing to a third party.

Bayside will exercise the right of refusal if written or verbal authorisations do not comply with above considerations.

Bayside will waive compliance where a child requires EMERGENCY medical assistance or treatment, without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after assistance or treatment has been provided.

Incident, Injury, Trauma and Illness Policy and Procedures

RATIONALE AND POLICY CONSIDERATIONS.

Bayside Kindergarten and Childcare (Bayside) understands that families who utilise our service place a high level of trust and responsibility on educators in the belief that, in their absence, their children will be kept safe and their health and wellbeing protected.

All children have the right to develop to their full potential in an environment, which provides for their health, safety and wellbeing. An effective incident, injury, trauma and illness and infection policy and procedure assist Bayside to protect all persons from, and minimise the potential risk of, disease and illness. Children that are unwell pose a risk of infection to other children and educators/staff.

The Education and Care Services National Law Act 2010 requires that the approved/nominated supervisor/coordinator take reasonable care to protect children from foreseeable risk of infection. The Education and Care Services National Regulations require the service to take appropriate action to prevent the spread of an infectious disease at the service and to notify parents/guardians as soon as possible if there is an occurrence of an infectious disease at the service.

POLICY STATEMENT.

Bayside educators and staff can effectively respond to and manage accidents, illness and emergencies, which occur at the service to ensure the safety and wellbeing of children, educators and visitors.

Bayside provides care for well children and aims to ensure a safe and healthy environment for all children in its care. Bayside is able to attend to minor injuries however is not able to provide the 1:1 support and care from a serious injury, illness or trauma that a child requires to ensure their wellbeing. Bayside has a responsibility not to compromise the health and safety of the other children and staff members.

STRATEGIES – How will it be done?

The policy and procedures at the service will be followed by the nominated supervisor and educators of, and volunteers at Bayside in the event that a child

(a) Is injured; or (b) becomes ill; or (c) suffers a trauma.

The nominated supervisor of the service will ensure that a parent of a child is notified as soon as practically possible and without undue delay. Parents will be notified no later than 24 hours of the injury, illness or trauma. An Incident, Injury, Trauma and Illness Record will be completed without delay.

First aid kits will be easily recognised and readily available where children are present at the service and during excursions. They will be suitably equipped having regard to the hazards at the service, past and potential injuries and size and location of the service.

Bayside will ensure first aid, CPR training, anaphylaxis and asthma management training is current and updated yearly for anaphylaxis and asthma and every 3 years for full first aid.

First aid qualified educators will be present at all times on the roster. They will never exceed their qualifications and competence when administering first aid.

Relevant Forms:

- Incident, injury, trauma and illness record
- Daily Medication Form
- Weekly Medication Form
- Ongoing Medication Form
- Notification of a serious accident (SIO1) ACECQA
- Notification of complaints, non-serious incidents and additional children in an emergency. (NL01) ACECQA

Reminder:

It is a regulatory requirement that parent/guardians are required to provide written authority (included in the enrolment form) for the Teacher or Educator of the Service to provide appropriate medical attention for their child if required.

Minor incidents, injury and trauma procedure:

When a minor incident, injury and trauma occur at our centre, educators/staff who are qualified in first aid will:

- Assess the injury and stay with the child while applying first aid;
- Other educators/teacher/staff will supervise the rest of the group; check that no-one has come into contact with the injured child's blood or bodily fluid. Clean up any spill of bodily fluids using disposable gloves, warm soapy water and suitable cleaning agents. If a serious injury/trauma occurs inform the nominated supervisor.

- Write up full details of the incident and the treatment that the child received on an Incident, Injury, Trauma and Illness Record form;
- Provide the document to the nominated supervisor to sign and decide if the parents need to be called to inform them of the incident;
- On parent's/guardian's arrival this form must be signed by the child's parent or guardian.
- A copy of this incident form must be kept on file at the centre.
- If the child requires medical attention a Notification of Serious Incident (SI01) is to be completed and the Regulatory Authority notified. A copy of the Incident, Injury, Trauma and Illness Record, the first aid certificate of the first aider and a playground/room diagram must accompany this notification.

Serious incidents, injury and trauma procedure:

Depending on the nature of the incident the nominated supervisor will discuss with the parent whether they will visit a medical practitioner or whether an ambulance will be called. If more than one staff member is required to ensure the child's well being then an ambulance must be called. The nominated supervisor will immediately advise the Chairperson of the committee.

If a child or educator/staff member is affected by any chemical immediately contact the POISONS information service: 131 126

If an ambulance is called:

- Complete a full report of the accident detailing the incident and the action taken on an Incident, Injury, Trauma and Illness Record form. This must be signed by the nominated supervisor;
- Provide a copy of the Incident, Injury, Trauma and Illness Record form to the parent/caregiver or ambulance staff;
- Determine if it is possible/necessary to send a member of Bayside staff with the child (ratio/child maintained);
- Ensure that any contact with the injured child/person blood or bodily fluids has been dealt with appropriately;
- Nominated supervisor to complete SI01 and send to the Regulatory Authority;
- If the child dies or is admitted to hospital the service will notify the Regulatory Authority in accordance with the National Law;

It is expected that any cost incurred in ensuring prompt medical attention for a child/staff member will be made by the parent/guardian or staff member.

First Aid Management:

- All staff members are required to have a current First Aid certificate including, CPR, Asthma management and Anaphylaxis management;

- Only qualified First Aid educators/staff members will be able to administer First Aid in the event of injuries or to stabilise the child/staff member until expert assistance arrives;
- A fully equipped First Aid Kit will be stored in the administration Sign on the door of Cupboard). Two smaller kits will be stored outside for each playground;
- First Aid kits will be update yearly (best before dates removal) or when stock is low by the Workplace Health and Safety Warden;
- Cold packs will be kept in the kitchen freezer for treatment of bumps/bruises and sprains;
- Small ice blocks will be kept in the kitchen freezer for mouth and lip injuries.

Illness:

As a duty of care to all parties concerned, educators/staff in agreement with the nominated supervisor, will contact the child's parent/guardian when they suspect a child is not well enough to be at Bayside. We ask that families co-operate in keeping sick and infectious children away from Bayside until they are well, and in some incidents have a return to care medical certificate provided by a doctor on their return.

Management of unwell children:

Sick children, as defined below, cannot be admitted to the centre to safeguard the health of other children and staff members.

Exclusion criteria

A child who has any of the following symptoms cannot be admitted to Bayside;

- Ear, eye or discoloured nasal discharge;
- An undiagnosed rash;
- High temperature; (Exclusion for 24 hours after last high temperature; see High Temperature Indicator below)
- Infectious sores or diseases; (children need a Doctor clearance before re-admittance)
- Vomiting and or abnormally loose bowel actions for that child (Exclusion for 24 hours after last bout). Bayside will contact their local public health unit when 2 or more children or staff with a gastroenteritis illness at the same time;
- Any obvious signs of ill health (Children with asthma – obvious difficulty breathing, barking cough, rib retraction etc).

All parents will be notified that there is/has been an infectious illness at the centre and the signs and symptoms for parents to look for.

Onset of Illness at the centre:

- If a child becomes unwell whilst at the centre, the parents/guardian will be notified and asked to pick the child up and remove them from care as soon as possible. All illness at the centre is recorded on an Incident, Injury,

Trauma and Illness Record form.

- If a child has a temperature over 38 degrees and is also showing signs of ill health, such as drowsiness, paleness, breathing difficulty, or other unusual symptoms for that child or symptoms listed above, the child's parent/guardian will be contacted to pick the child up from Bayside. All physical steps will be taken to try and reduce the child's temperature while waiting for the parent/guardian to arrive (removal of excess clothing, encouraging drinking of cool water, lying in cool place). Children will be excluded from the centre for 24 hours unless a medical certificate is supplied.

Administration of Medications:

We will administer Paracetamol to a child who presents with a temperature of or over 38 degrees Celsius.

Prescribed Medications:

Any medication that Bayside has to provide for a child must be prescribed by a Medical Practitioner/Pharmacy.

- This information must include the child's full name, medications name, and the expiry date of the medication, the dosage, and the instructions for administering.
- All children must have had the medication previously and without reaction.
- Families will be asked to complete the relevant medication form before an educator/staff member will administer any medication.

Immunisation

It is a policy at Bayside, from the 1st January 2016 that all children who attend the centre are immunised. Families with children that have a medical exemption, medical allergy or natural immunity certified by a general practitioner will be accepted. You will be required to provide copies of your child's immunisation record before you commence.

HELPFUL CONTACTS**Phone Numbers**

→ Child Health Clinic	3396 1823
→ Family Assistance Office	13 61 50
→ Family Assistance Office Multilingual Service	13 12 02
→ Immunisation Register	1800 653 809
→ Immunisation Information	1800 671 811
→ Child care Access Hotline	1800 670 305
→ Capalaba Library	3843 8010
→ Redland Hospital	3240 8200
→ Disability Support Services	3821 1088
→ Nutrition Australia	3824 0900
→ Inclusion Support Agency	1800 112 585
→ Playgroup Association	3286 9091
→ Bayside Counselling & Therapy Centre	3822 2622
→ Redland Community Centre Capalaba	3245 2117
→ Australian Breast-Feeding Association	3824 7935
→ Autism & Asperges Support Group	3286 5053
→ Poison Information	13 11 26
→ SIDS	1800 628 648
→ Development Assessment	3829 8713
→ Redlands Community Cultural Centre	3829 8471

Websites

→ Early Childhood Australia	www.earlychildhoodaustralia.org.au
→ Immunisation	www.cyh.com
→ Nutrition Australia	www.nutritionaustralia.com