



## Parent Handbook

### Aim

Nestle In Education and Care Centre aims to provide excellence in Education and care in a child-centered, nurturing and stimulating environment to set children up for success in their life endeavors.

The centre operates from 7:00 AM through to 6:00pm  
Monday to Friday.

The centre is closed on public holidays and approximately two weeks over the  
Christmas and New Year period.

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## Philosophy

We understand that our service is part of a broader community. We acknowledge that our community is built on the traditional land of the Widjabul people of the Bundjalung Nation. We pay our respects to the Elders of the Bundjalung Nation both past, present and future.

At Alstonville Nestle In Education and Care Centre everything we do is underpinned by the Early Years Learning Framework (EYLF), The Early Childhood Australia *Code of Ethics* and the United Nations *Convention of the rights of the child*. This, encompassed with each educators personal, moral and ethical beliefs, we strive for children to be cared for in a safe, inspiring and nurturing environment. Each child brings their own knowledge, personalities and strengths which we endeavor to bring out through warm, purposeful interactions with learning possibilities.

We believe children learn best through play where educators participate as co-learners, scaffolding developmental skills. Our curriculum recognizes children's individual voices in all aspects which is documented through programs, observations and summative assessments which allows educators to plan for ongoing interests and stages of development. We believe relationships with children, families and the community are paramount for positive learning experiences and to set children up for success as active citizens. We consider the environment the 'third teacher' where it is set up to allow for positive social interactions, learning experiences and purposeful play. We recognize the importance of a sustainable environment for our future, reflected in our programs and practices.

Smaller group sizes allow for individual and group interests to flourish naturally and progressively at different paces. We strive to consider inclusive practices from orientation to resources and interactions so all families feel welcome and respected in our centre.

Continuity of professional educators assist to bridge the gap between home and early childhood education and care with a curriculum based on family culture, children's interest and emerging development.

Our preschool program works in partnership with primary schools which allows for a smooth transition to school where early literacy and numeracy skills are intertwined with social and emotional, self-help and resilience is taught through play and fostering a love of learning.

We believe when children leave the centre they will have a positive, happy, healthy and confident outlook on their childhood and future development.

## Educators

The centre is committed to employing qualified educators together with supporting staff to gain qualifications.

Director/ Nominated Supervisor	Lisa Martin (Teacher)
Assistant Director	Brianna Martin (Teacher)
Educational Leader	Brianna Martin (Teacher)

### Educators

Lexi Goffett (Teacher)  
Elyssa Watt (Teacher)  
Robyn Nolte (Teacher)  
Maddison Jackson (Diploma)  
Danielle Burton (Diploma Trainee)  
Meghan McCaffery (Cert III)  
Vanessa Cadiz (Cert III)

### Casual Educators

Brianna Pickering (Diploma)  
Kiyah Simpson (Diploma)

Handyman	Ted Hearn-Batute/ Arthur Penisini
Gardener	Ray Buckley
Cleaner	Sharon Felton

Primary contact staff members work with the same group of children, as we believe continuity of care to be important for your children in their development of attachments.

Occasionally the centre will required to employ casual staff to replace regular staff members due to sickness and annual leave. The centre has a network of casual staff that has been interviewed by the Director and where possible we will endeavor to use the same casual staff known to the children.

## Professional Development

Our centre staff are committed to professional development to further their skills, knowledge, and experience.

Training opportunities are sought to match skills required for educators as well as team comradship by way of conferences and in-service opportunities where all educators can attend together.

To support children's individual developmental needs, professionals will visit the centre such as speech pathologists, occupational therapists and other early intervention specialists.

## Student/Volunteer Involvement

Centre staff gives generously of their time to assist those who are training in the early childhood profession from Universities, TAFE Colleges, and High Schools to gain first hand knowledge of the profession in a supportive environment. To support students in their developing career, students will visit but will not replace staff.

To support children's link to learning, volunteers will visit the centre such as parents sharing an interest/skill, community workers such as police, fire, and dentists.

All visitors to the centre are required to sign in and out of the visitor's book.

## Objectives

To provide quality childcare and education to meet the individual needs and expectations of parents and children in our community.

To provide a service that enables parents to feel confident and relaxed in the knowledge that their children will be provided ongoing care and attention, in a safe, nurturing, hygienic and educational environment.

To provide developmentally appropriate learning opportunities designed to promote children's social, emotional, physical, cognitive, language and creative development.

To support and encourage children's learning and development by

- Providing educational programs appropriate to the needs of individual children
- Providing a stimulating environment rich with resources
- Providing interaction with educators, other children and materials.

To assist children to appreciate and care for each other and their environments.

To promote the importance of early childhood and the valuable learning that occurs through play.

To assist parents and the community to better understand children by providing information about the early childhood years.

To support parents in their child rearing.

To establish close liaison with parents, families and the community for the benefit of children.

To encourage parent and community interaction in order to provide a service which strives to meet the needs of all stakeholders.

To provide a service which acknowledges and respects the diversity of people and incorporates.

## Program

The stimulating educational and creative program ensures that the children's interests and needs are developed and nurtured through a wide range of carefully selected resources and well-maintained equipment. Staff continually endeavor to improve the learning environment through organization and teamwork among staff, with children and families.

We plan and provide learning opportunities supported by the Early Years Learning Framework (EYLF), which ensures your child receives quality education programs in our centre.

The vision of the EYLF is for all children to experience play based learning that is engaging and builds success for life.

The EYLF describes childhood as a time of *belonging, being and becoming*.

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

The program, planned and evaluated by all educators is based on a sound knowledge of child development, observations of children, current child rearing practices and in consultation with children and families. Each child has a developmental journal where observations, objectives and plans are documented. This journal is a working document and can be viewed by a parent at any time. It remains the property of the centre whilst your child is enrolled at the centre.

The program is flexible to meet the needs of individual children and group needs. We work very hard at 'bridging the gap' between home and our service.

The centre adheres to

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Framework;
- National Quality Standards;
- Work Health and Safety Act 2010
- Centre Philosophy
- Centre Policies and Procedure; and
- Is guided by the Early Childhood Association Code of Ethics.

## Enrolment

Enrolments are made from the Waiting List with regard to priority of access, vacancies in the age group and date of application. Where possible it is our intention to place a sibling of an already enrolled child at our centre.

Enrolments are made for permanent bookings only. Occasional placements may be made

according to the vacancies and at the discretion of the Director and/or Assistant Director.

Depending on the following years enrolments, children transitioning to school may or may not be offered care for the following January. If the vacancies are available children moving to school will be offered a placement for the month of January. If there are no vacancies, management will endeavor to assist families in any way they can.

Enrolment forms are given to families when a position becomes available and is accepted by the family. Children must be enrolled prior to commencing at our centre.

## Priorities of Access

The centre operates as an approved service by the Commonwealth government enabling families who are eligible to receive childcare subsidy. The childcare subsidy is the main way the government assists families with their childcare fees. Child Care Subsidy is a single means tested subsidy that commenced in July 2018. CCS replaced CCB and CCR. As an approved service our centre must comply with priority of access guidelines. Priority of access guidelines will be used when the centre has a waiting list. There are three key priority areas:

1. Child at risk of serious abuse or neglect
2. Child of a single parent who satisfies the work/training/study test under section 14 of the new tax system (family assistance act 1999).
3. Any other child.

Within these three categories, priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which includes a disabled person
- Children in families on low income
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

Enrolment at our service will also consider the date of application, the age of the child, the days required and further consideration given to siblings. For detailed information on CCS go to the Australian Government Department of Human Services website:

[www.humanservices.gov.au](http://www.humanservices.gov.au)

## Orientation

Orientation begins with our comprehensive enrolment form. The enrolment form includes all required information to comply with National Quality Framework as well as personal information so as we may contact you at any time. The developmental information part of the enrolment form is the profile of your child so the more information you share with us with regard to your child assists with the settling in of your child to his/her new environment.

We encourage parents to visit the centre with their child/ren prior to commencing with us. This allows the child to explore his/her new environment with the security of parents close by. It also gives parents time to familiarise themselves with the environment, educators and practices to again assist with the transition to childcare. Whilst we understand this is not always possible, it is encouraged.

Parents of new children to the centre are given a very detailed outline of their child's day. We recognise that parents are busy and often reflecting on the daily activities of their child when they get home is of enormous benefit.

## What to Bring

- A bag to safely secure your child's belongings
- Broad brimmed hat
- Change of clothes relevant to the weather and your child's developing size
- Nappies (if applicable)
- Spare undies (in particular when toilet training)
- Lunch box with nutritious food to cater for morning tea, lunch and afternoon tea.
- Bottles for babies (if applicable)
- Drink bottle for **water only** (drink bottles are refilled throughout the day)

## Food

- Parents are asked to provide food and water for their child/ren. The centre's program facilitates morning tea (approximately 10:00am), lunch (approximately midday) and afternoon tea (approximately 2:30pm). For children at the centre to 6:00pm, a snack should also be provided for them to have around 5:30pm.
- Food should be stored in your child's lunchbox and placed in the fridge or in their bag with an ice pack. Food should be nutritious and healthy. Please save the sweets, chocolates, chips, cakes and treats to enjoy at home. If these are included in your child's lunchbox they will be left in the lunchbox to be enjoyed at home. A drink bottle should be filled with water, which can be refilled throughout the day. Water is freely available to all children.
- If you would like suggestions regarding what to pack for your child, please talk to educators.

## First Day

Often parents are anxious on their child's first day and will be keen to know how your child settled in, and so we invite you to phone the centre at any time to check on your child's progress.

Educators use their skills and strategies to settle your child to form secure and safe relationships. You can be reassured educators are well trained in helping new children feel comfortable in our centre.

At the end of your child's first day, educators will provide you with detailed information

with regards to your child's day. Please feel free to take photographs of your child on their first day but under NO circumstances can you take photographs of any other child.

## Parent Involvement

We welcome parents into the centre at all times. Your involvement and participation in the program is an invaluable aspect of the day-to-day operation of the centre. It is viewed as a partnership between parents and staff in the best interest of your child.

Through written and verbal communication, parents are informed of their child's activities throughout the day and their progress in the achievement of appropriate developmental milestones.

## Parent Information

Each family has a communication area located in your child's playroom. Please check it regularly for newsletters and notes.

Children have an allocated hook in their individual room for their bags/belongings.

Children have a developmental journal where records of development and interests are documented. Families are encouraged to view and contribute to the journal.

Each room has the weekly program and routine displayed. At the end of each day staff display information about the day such as experiences children enjoyed. Please take a minute to read the information displayed as it provides information for parents to illicit communication with their child about their day and assists children make meaning of their learning.

## Feedback and Grievances

Families are encouraged to talk to educators at drop off and pick up times. Families are welcome to telephone the centre throughout the day. Please also use our email address. Written notes, reflections and comments are also encouraged in your child's developmental journal.

Should you have any concerns regarding the care of your child/ren, please approach in the first instance your child's Educator, Assistant Director or Director. Any grievances are documented and the Director is notified. Concerns are investigated and reported and feedback given to the parent within a timely manner.

In the unlikely event that you have a concern with regard to an educator, please consult the Assistant Director or Director who will address the matter promptly.

In the best interest of your child, it is necessary for you as the parent and staff as educators

to work together and share concerns and information.

## Fee Structure for 2020

Tadpoles (0-2 years)	\$91.50 per day
Starfish (2-3 years)	\$89.50 per day
Turtles (3-4 years)	\$87.50 per day
Whales (4-5 years)	\$87.50 per day

Fees can be paid by cash, cheque, EFTPOS at the centre or deposited into our account through Internet banking.

Our bank account details for direct deposit are:

BSB: 062 502  
Account: 1023 8553  
Reference: [Your child's name]

Fees are charged for all days booked including Public Holidays and absences due to sickness and holidays. Fees must be current at all times. The Director reserves the right to terminate a child's placement should fees fall into arrears. If you are experiencing financial difficulties at a particular time, please consult the Director, who will endeavor to assist you.

Two weeks written notice is required if you wish to withdraw your child from the centre.

## Child Care Subsidy

Our centre is registered as a provider of "Approved Care" under the ChildCare Management System (CCMS). Under CCMS fee subsidies are administered by the Federal government. It is called Child Care Subsidy (CCS). Families have to apply for CCS directly through centrelink online from the 'mygov' website. The government then decides the percentage of fee relief you receive and hours applicable depending on combined family income. The centre will then upload your enrolment to centrelink and parents will confirm this. Attendances are uploaded weekly and the centre is paid the CCS. Your weekly fee will then be the difference between daily rate and CCS received.

Further information and the eligibility details can be found on the Centrelink website at [www.humanservices.gov.au](http://www.humanservices.gov.au)

## Policies

The centre is continually developing and reviewing its policies and procedures covering the seven quality areas of the NQF, and practices within the centre. The policy folder is located on the bench as you enter the premises. Please ask educators to assist you.

## Excursions

Our centre will arrange excursions for the children to attend periodically. Children's age and interests are considered when planning excursions. Excursions provide a range of experiences to broaden your child's understanding of their world and it also allows them to practice skills outside of the surrounds of the centre.

When excursions are organised, you will receive a note informing you of the excursion including date, time, venue, cost etc and the note will include a permission slip. Educators will conduct a risk assessment prior to any excursion taking place. If you agree to your child attending, you must sign the permission slip and return it to the service prior to the excursion.

To facilitate a safe and enjoyable excursion, we may need extra adults to help with supervision and if so you will be invited to attend. As your role will be that of supervision unfortunately it is not possible for younger siblings to accompany parents on these occasions. A "Working with Children" declaration will need to be verified prior to you accompanying us on the excursion. This is another great opportunity for you to be involved in the centre's activities with your child.

## Emergency and Evacuation

An emergency and evacuation plan is displayed in each playroom. Emergency evacuation practices are held regularly to ensure the evacuation of children to a safe place in the event of an emergency.

## Accidents and Incidents

Whilst we take every precaution to avoid accidents and incidents from occurring, they do sometimes happen. In the event of an accident and/or incident the educator who ascertained there is an issue, will perform first aid if required and take all care to ensure the safety and security of child. Documentation is recorded. Parents will be notified either when they collect their child or contacted at the time (depending on the circumstance). Parents will also be required to sign the accident/incident report to confirm they have been advised of the situation. If you cannot be contacted and medical treatment is required, the necessary steps will be taken and an educator will endeavor to contact your nominated emergency contact. Medical expenses are the responsibility of the parent.

## Sickness and Infectious Disease

Educators reserve the right to send home or refuse attendance of any child considered not well enough to attend or whose illness may affect the health of others. In cases where a sudden illness occurs or where educators considers a child to be showing signs of infection or a contagious condition, the parent will be notified and the child should be promptly

collected. Educators follow the recommendations from Staying Healthy in Childcare (5<sup>th</sup> Ed) in regards to recommended exclusion periods.

## When should I not send my child to the Service?

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Service if they display any of the above symptoms. If a child becomes ill whilst at the Service the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Service if they have had Panadol or Nurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

The other consideration is that medication of any type should not be added to a child's bottle. **Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.**

If your child has been away due to illness, please check with the Service as to whether or not you will need a certificate before your child returns.

## Immunisation

For the health and safety of all children enrolled at the centre we ask that you present your child's immunisation status report (obtained from the Centrelink website) at enrolment and keep their immunisations up to date. Most common childhood diseases are contagious. If an outbreak of an illness should occur, children who are NOT immunised and were enrolled before the immunization cutoff will be excluded from the centre, until the outbreak has passed. Fees are payable for the period of the absence.

## Medication

If your child requires medication to be administered whilst attending the centre, please ensure a medication form has been completed. The medication must be prescribed by a doctor, clearly labeled with the child's name, name of medication, dosage and expiry date. Medication is to be given to an educator to be stored in the medication box either in the fridge or first-aid cupboard. Please do not leave medications in a child's bag.

Panadol, Nurofen or any other 'over-the-counter' medications will not be administered to a child unless prescribed by a doctor. If a child is sick enough to need Panadol or any other 'over-the-counter' medication, please do not bring your child to the centre. We are unable to care for sick children.

## Sun Protection

All children need to be protected from the sun whilst at the centre so we ask that they wear a broad brimmed hat and appropriate sun safe clothing. Sunscreen is provided at the centre. Please apply sunscreen to your child when you bring him/her in the morning and educators will reapply throughout the day.

## Lost Property

Please clearly label all items that your child brings to the centre to ensure their safe return to you. Please check the centre's lost property basket regularly. Contents of the lost property basket may be disposed of as seen fit by the Director.

## Birthdays

Birthdays are a special time in a child's life. We invite you to bring in a cake to share with the other children in their group. Parents are very welcome to come and share in the celebration. (No lollies please!) For children who have food intolerances, families are welcome to provide us with a 'treat' we can store for special celebrations.

## Toys/Treasures from Home

Toys/treasures from home are discouraged. They can often cause conflict, and can become lost or broken. The centre accepts no responsibility for toys/treasures from home.

If your child especially would like to share something from home with his/her friends and educators, please ensure you give it to an educator when you arrive and it will be stored securely until appropriate for the child to share it with us.

## Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching.

In order to empower our sustainability program we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.