



Table of contents

Welcomes	Uniforms
About our service	What to bring to care
Long day care	Absences and Holiday
Curriculum	Health and Hygiene
Nursery 0 to 2 years	Immunisation
Toddlers 2 to 3 years	Head lice
Pre - kindergarten 3 to 6 years	Medication
Before and after school care	Management of Asthma
Out of school club out of school club	Unwell children
Vacation care	Exclusion periods
Outdoor play	Incidents
Excursions	Sun safety
Service approval	Lost property
Hours of operation	Toys from home
Enrolment forms	Rest time
Services policies and procedures	Positive behaviour
Settling into care	Biting in Childcare
Priority of Access and Multicultural and Equity policy	Nutrition
Childcare benefit (CCSS)	Birthdays
Payment of Fees	Show and special visits
Outstanding accounts	Parent grievances
Emergency and Evacuation	Parents support structure
Nation Quality Framework	Parents/ Educator Communication
Signing Children in and out	Parent participation
Cancellation of Care	Parent and visitor conduct
Dropping off and collecting children	Parent educator interviews
Curriculum and Routines	Newsletters
Data Collection and Documentation	Students and Visitors
Photographing and Filming	Compliance History logbook

Welcome

Our teaching staff and management would like to welcome you and take this opportunity to share information about Karratha Early Learning, the program and our policies and procedures.

We trust the time spent at the Karratha Early Learning will provide a rewarding experience for both the children and their families.

Please read this handbook thoroughly and speak to our Nominated Supervisor if you have any questions. We also encourage you to keep the handbook somewhere safe should you have any queries in the future.

Welcome to Karratha Early learning

Karratha Early Learning is a Reggio Emilia inspired learning child care centre. We are positioned in your local area of Baynton West, directly across Baynton West Primary School here in Karratha.

The Reggio Emilia has an innovative and inspiring approach to early childhood education which values the child as strong, capable, resilient and rich with wonder and knowledge. Every child brings with them deep curiosity and potential which drives curiosity and their interest to understand the world and their place within it.

We are passionate about providing your children with the tools they need to be successful in all aspects of their lives. We combine our strong curriculum and a safe, stimulating environment to create meaningful experiences for your child every day.

We value the need for your child to have close connections with other families within our local area. The relationships that children form at Karratha Early Learning will continue when your child starts school.



Aced it childcare Consultants

Karratha Early Learning is managed by a company called Aced It Childcare Consultants.

The Company Director Amanda Sands has over 25 years management experience in the Childcare Industry.

We are a boutique company that thrives in supporting childcare centres across Australia. Amanda ensures the highest quality of care is provided at their childcare services they manage, as well as ensuring all the educators are provided with up to date industry training and support.

Aced it childcare consultants are on site regularly and welcome feedback from families.

Nursery room 0-2 years

Our babies' room is where the journey with our families begins. This room is for children aged from 0-2 years and will be run by three of our experienced and fantastic teaching staff. Babies are unique, and each child has their own pattern for sleep, play, feeding and learning. We have a wonderful environment that enables the children to explore, investigate, learn and develop through their own unique interests and at their own pace. We've recruited experienced and caring teaching staff and ensure that each child receives individual care. We understand the special level of attention each child needs and deserves to enable us to facilitate their learning and development.

Our teaching staff will use your baby's individual pattern as a guide to introducing daily activities that will spark their interests and promote healthy brain development. Lots of personal attention and interaction from our Teachers will also help to develop basic cognitive and social skills.

The curriculum is designed to focus on each child's unique development. We develop their fine and gross motor skills, their physical development, their social development, we also help them develop their speech and we do this by embedding specific learning intentions into our curriculum whilst observing reacting to what the students are interested in. From our observations we make deliberate decisions throughout the day to help your child through this amazing journey and we take pride in sharing every one of their experiences and their progress with you.

Toddlers room- 15 mths to 3 years

The Toddlers are the group of children from 2 to 3 years. Our wonderful teaching staff work with the students in these classrooms exploring areas of multi-cultural, social inclusion, speech development, mathematics and language, toilet training and social awareness. Our teaching staff provide these wonderful opportunities within the curriculum to help develop the students' learning and development. We have an educational program that involves intentional teaching. We use development milestones to assess the students' development. Each child has a unique journey and we take each child's development into account and this informs the teaching staff's intentional plans. From this information it helps us design the education environment, making it another resource to facilitate the students' learning.

Having experienced teaching staff means that they can help follow the child's interests, and, during the play-based learning, support the students in their learning and development. When the students are developmentally ready they transition into our Pre -kindy room.

Toddlers is run again by experienced teaching staff with special skills. These special skills help focus on each child's developmental needs whether it be toilet training, speech development or other areas of development. The aim of this group is to get them ready to transition to our kindy room.

Pre- Kindergarten - 3 to 5yrs old

Prep-kindergarten educational program uses the teaching staff's assessment and extensive knowledge on where the students are and where they need to be, to plan to help them reach their goal. We use jolly phonics, number-based programs and a creative approach to ensure the curriculum is delivered in an exciting way to engage the students. With an enabling environment and a focus on sustainability and recycling, we teach the students about life skills and help nurture the whole child. It is important to us to ensure that we help each child follow their own interests and design the learning around this. Through play-based learning and peer role modelling we try to encourage all students to participate in a range of activities to get them ready for kindergarten

Our Kindergarten programs are designed to improve your child's development in the following key areas:

- social skills, how to play with other students in a calm, sharing and rewarding way
- self-awareness and respect for others
- emotional skills, for example understanding their feelings
- language, literacy and numeracy skills, such as reading stories and counting objects
- a joy for learning and group activities, such as talking, drawing and making things together with other students their own age
- ability to make new friends
- exposure to new ideas and concepts

Out of School Club-5yrs to 12 yrs

Our Out of school program is a very practical program. As the students have had a long day in school we try to ensure our extracurricular activities help the students relax and give them a chance to work on their social relationships. We engage in our links with the communities by taking the students to the library, local park, community gardens or other events run within our community. This also has an educational focus but it is not too intense for them after a long day at school. We often go to the park and this helps the students with their physical development, also learn about the environment and recycling. We are looking to develop a cooking program with our after school students. We will aim to help them develop life skills while in our care. We pride ourselves on using "my time our place" to help guide our planning but ensuring the students feel comfortable, nurtured and relaxed whilst with us. We do offer support for homework, although we do not enforce it. As always we follow the interests of the child.

We involve all the children in the centre in the community teas. It is an opportunity for us to give out behaviour awards, sing happy birthday, gather as a centre, each one is led by a different educator and has a different focus for centre. We pride ourselves on using My Time Our Place to help guide our planning but ensuring the children feel comfortable nurtured and relaxed whilst with us. We do offer support for homework although we do not enforce it. As always, we follow the interests of the child

Outdoor play

Our students participate in daily outside play (during hotter months this is limited).

Our teachers create areas in the outdoors to reflect the inside learning. These areas are distinctive set up for:

- Reading
- Gardening
- ICT
- Art and craft
- Drama play
- Construction
- Sustainable practices
- Picnic area including picnic tables

Service Approval

The Karratha Early Learning has service approval and must comply with the Education and Care Services National Act 2010 and Regulations 2011, please note copies of these are available at the Karratha Early Learning at all times. Service Approval authorises the service provider to conduct a childcare service at the premises stated in the service approval. As specified in the Education and Care Services National Regulations 2011 there are minimum staffing levels for each group of children and these are as follows:

0yrs to 2 years	1 teaching staff to 4 children
2 to3 years	1 teaching staff to 5 children
3yrs to 12 years	1 teaching staff to 10 children

Karratha Early Learning is approved by the Federal Government for the payment of childcare benefit subsidy. The service also participates in the National Quality improvement process.

Hours of operation

The Karratha Early Learning is open between 6.00am to 5.30pm Monday to Friday. The core hours of the curriculum will run from 9.30am to 4.00pm Monday to Friday.

The Karratha Early Learning is open 52 weeks per calendar year and is only closed for gazetted Public holidays.

Enrolment form

When completing your child's enrolment form you will need to read it carefully and sign the bottom of each page, permission and agreement terms which outline various policies and procedures that are contained in this handbook. By signing and acknowledging consent we can be sure that your orientation process has been effective and through. All enrolments are completed on line.

Service Policies and Procedures

You are able to access the Centre's policies and procedures at any time. A detailed policy folder is always available for your perusal at the front desk.

Settling into the service

The transition to a new setting for the first time can sometime be very emotional for both the child and their families. All the Karratha Early Learning teaching staff and particularly your child's educators look forward to supporting your child and their family. If possible prior "visits" will assist your child to become familiar with the Education Centre, their room and the Educators who will care for them as well as reducing some of the anxiety around separating from parents on their first day. Please speak with the Nominated Supervisor to arrange a convenient time for visits. You are welcome to stay at the Karratha Early Learning and familiarize yourself with service information which is available in the front desk

On your child's first day it is a good idea to allow time to speak to the teaching staff, to pass on any message or instructions for the day. It would be great to have a routine diary for the child where staff can also document how the child's day went.

We encourage you to say goodbye to your child and let home know when you will be back. This will help build trust between you and your child. The educator will support your child and encourage them to participate in the fun and exciting curriculum activities programmed for the day. You are welcome to phone and check how your child has settled. The easiest way for your child to understand when you will return is by linking this to their routine and making them aware who will be picking them up.

Because it is important that you return when you have said you would, if you are going to be late, please let the office staff know and we will explain this to your child. "Separation Anxiety" is normal during transition and occurs when a child becomes upset when separated from a car last until about four and half years of ages although it can last longer if the child has had painful separations in their early years. Separation anxiety reflects the child's attempts to hold on to what is safe in a scary world and it will settle down, as they grow older and more confident.

Priority of access and multicultural and equity policy

The Australian government has priority of access guidelines for allocating places in the long day care centre. They set out the following three (3) levels of priority:

PRIORITY1 - a child at risk of serious abuse or neglect

PRIORITY2 - a child of a single parent who satisfies or parents who both satisfy the work / study / training test

PRIORITY3 - any other child

Within these main category's priority should also be given to the following children:

1. Children in Aboriginal and Torres strait islander families;
2. Children in families which include disabled person;
3. children in families which include an individual whose adjustable income does not exceed the lower income threshold, or whose partner are on income support;
4. Children in families form a non - English speaking background;
5. Children in socially isolated families; and
6. Children of single parents

A child care service may have to ask Priority 3 child to vacate a place to make room for a child with a higher priority. They can only do so if you are notified when your child first entered care and also that your service follows this policy and is given at least 14 days notice of the need for your child to vacate.

For more information <http://education.gov.au/>

Karratha Early Learning has a non-discriminatory access policy, which ensures children of different needs, religions, cultural and ethnic backgrounds are treated equally. Their needs are accommodated, and their diversity of background is respected. Inclusion reflects the acceptance in society of the principles of social justice - that children of all ability levels and cultural and ethnic backgrounds have the same intrinsic value and are entitled to the same opportunities for participation, acceptance and belonging in childcare.

The benefits for inclusion can be:

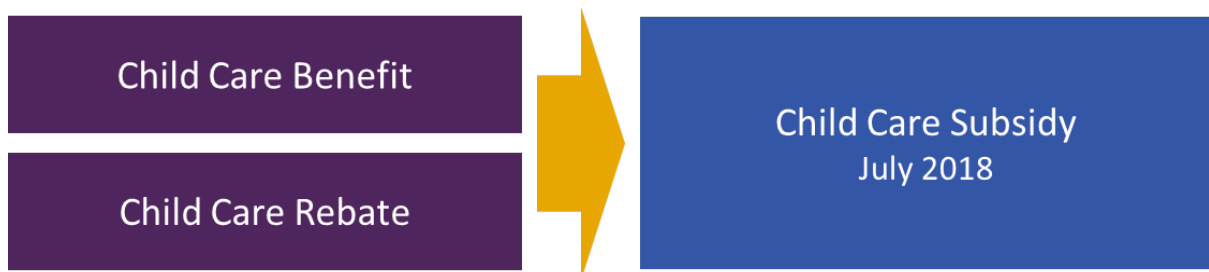
- The opportunity to participate in the typical experiences of childhood
- The opportunity to be with other children and form friendships and develop other social skills

- The opportunity for natural learning of skills in real situations
- The opportunity to gain understanding about the diversity of people in the community
- The opportunity to gain skills and confidence to pursue inclusion in other setting Access to peer models.

Childcare Benefit (CCSS)

The Child Care Subsidy is the main way the Government assists families with their child care fees. The Child Care Subsidy that commenced on 2 July 2018:

- replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- is generally paid directly to child care providers to be passed on to families
- is simpler than the previous multi-payment system
- is better targeted and provides more assistance to low and middle income families.



Child Care Subsidy Eligibility

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child (must be aged 13 or under and not attending secondary school, except in certain circumstances where an individual may be eligible for a child who does not meet this criteria, such as children with a disability or medical condition in certain circumstances)
- the child meeting immunisation requirements
- the individual, or their partner, meeting the residency requirements listed in the legislation.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved child care provider, and not be part of a compulsory education program.

Child Care Subsidy entitlement

There are three factors that determine a family's level of Child Care Subsidy. These are:

- Combined annual family income

- Activity test – the activity level of both parents
- Service type – type of child care service and whether the child attends school

The Child Care Subsidy is generally paid directly to service providers to be passed on to families as a fee reduction. Families make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidy amount.

There is also targeted additional fee assistance for vulnerable families through the Child Care Safety Net.

Families can get an estimate of what they may be entitled to by entering their details into the Department of Human Services Payment and Service Finder.

Payment of Bond and fees

All fees are to be paid by the Friday of each week. On enrolment you will need to pay 2 weeks fee's, 1 week for a bond and fees for the week you commence at the centre. Karratha Early Learning is "Cashless" with Ezi Debit as our only payment option for the centre. An Ezi Debit form is included in your Enrolment pack to complete. Your child's fees will be deducted from your nominated bank account or credit card through the Ezi debit system where possible. This will occur on the day that you have nominated. Some of the fees associated (excluding dishonour fees for insufficient fees etc.) with Ezi Debit may be covered by the centre, please see the Office Manager to find out what is covered. If fees are not kept one week in advance it will jeopardize your child's booking and their position may be suspended or cancelled. A \$10 per week administration fee is charged to all families accounts who are in arrears of fees.

Your child's booking at the centre is permanent. Therefore, fees are payable for all days including absences (sickness or holidays) and public holidays. This ensures that a booking is always reserved for your child.

Three weeks written **notice** is required to be emailed to the Nominated Supervisor at hello@karrathaearlylearning.com.au if your child **leaves or changes enrolment at the Centre**, i.e. Request to drop days. All accounts must be finalised by this time as any outstanding accounts will be forwarded to a debt collection agency.

Holiday fee – families that provide 3 weeks written notice can apply to have their fee reduced during this period. Please see director for full terms.

Late fees apply to all children who remain at the centre after closing time. Parents / guardians will be charged \$35.00 dollars for the first 15mins and then \$2.00 per minute. For example, 2 children for 20 mins will be a total charge of \$ 90.00 These fees are payable prior to returning to care or weekly fees. When you are completing your enrolment form you will be asked that you have read and understood your responsibilities in relation to fee payment.

Outstanding Accounts

We have a proven Debt management procedure. If your account falls in arrears we will take steps to collect the amount outstanding, you may risk losing your child's position within the centre and a possible bad credit rating if the amount remains outstanding. All costs incurred during recovery of outstanding fees will be charged to your account.

Emergency and Evacuation

Emergency evacuation drills are held on a three-month basis at the centre. Our emergency evacuation drills cover such possibilities as fire, bomb threats, floods/storms, blackouts, smog episodes and disgruntled persons attack. Educators use teaching opportunities to discuss emergencies and evacuations with the children in both a formal and informal manner. The building is a property of the Shire of Roebourne and they carry emergency fire drills every three months.

The centre has an up to date emergency plan in place and ensures that all of our educators are trained what to do when there is an emergency. Fire extinguishers and fire blankets are placed strategically throughout the centre. A register is taken of all people present on site as part of our evacuation procedures.

This highlights why it is so important your child to be signed **in and out** every day, so we can ensure your child's safety in the event of an evacuation. All persons on the premises during an evacuation must participate in the evacuation and must follow the direction given by our Nominated Responsible Officer.

National Quality Framework

The Australian Government understands that parents want the best for their children. An important part of this is ensuring that quality early childhood education and care makes a positive contribution to children's learning and provides the building blocks for a brighter future.

The National Quality Framework balances improved quality with maintaining affordability for families. The Australian Government will continue to provide childcare payments to reduce out-of-pocket expenses for families who use approved child care.

At the centre, we believe children learn best when they are happy engaged and learning with qualified caring educators.

The state or territory regulatory authority can best answer many of the questions you as parents may have about the operation of education and care.

Signing Children In and Out

Your child must be signed in and out of the centre everyday they attend. This is a legal requirement and must be followed. The sign in and out records are used for emergencies and for the calculation of CCS. (Childcare Subsidy)

If a child is away for a booked day, absent because they are unwell or on holidays or if their booked day occurs on a public holiday, the corresponding days must be signed for by the parent or guardian. Failure to sign for any booked days or absences will result in the removal of CCS (Childcare Subsidy) for that day and you will be charged **full fees**.

Please ensure that you speak to a member of the Office staff when you drop off and collect your child, and also ensure that you complete the "sign in and out" procedure. Remember to write the time. Kindly use the iPad made available to parents at the reception desk for signing in and out the children. Should we be facing a connection problem, you will be asked to sign in and out manually on the provided forms.

Cancellation of care

Should you wish to cancel your child's care or change the enrolment, three weeks written notice is required by email to: hello@karrathaearlylearning.com.au. If the notice is not given you will be charged full fees (CCS cannot be claimed if you do not give notice and therefore full fees will be charged). These fees are payable to the centre to finalise your child's enrolment. Any fees not paid will be passed onto a debt collection agency and which may affect your credit rating and incur further fees.

Dropping off and collecting children

Karratha Early Learning will not release any child into the care of someone not authorised to collect. All parents and carers must inform the Office staff or Nominated Supervisor if any person other than those authorised are collecting your child. The person collecting your child must provide photo ID and staff will be confirming the identity of the nominated adult collecting your child by telephone. (Please note that any person authorised to collect a child must be over 18 years of age).

In the event that the child has not been collected by closing time, we will then begin to contact the parent / guardian on the numbers provided (it is important that these are up to date to at all times). If we are unable to reach the parents / guardian, we will then begin to contact the individuals listed on the emergency contacts list. If after 30 minutes we are still unable to contact anyone, the Certified Supervisor will then follow the Department of Communities Abandoned Child procedures including contacting the Child Protection and Crisis centre 24-hour service.

Curriculum and Routines

Our qualified teachers provide a curriculum with core hours of 9.30am to 3.00pm daily, which incorporate both planned activities and child-initiated activities and is adaptable to meet both the individual and group interest, talents and abilities of the children. The curriculum allows time for individual, small and large group play.

Activities such as storytelling, drama, poems, puppetry and interactive games support children's continued language and literacy skills as well as further develop social skills. Our children have the opportunity for both indoor and outdoor play as part of each classroom's curriculum. Children will be introduced to mathematical and scientific concepts through interactive activities both indoors and outdoors where they will have the opportunity to explore.

The curriculum is designed to stimulate and involve each child, to develop skills and confidence in their abilities to become active learners, allowing them to achieve positive outcomes. Children will also participate in a daily sports program and will have the opportunity to enjoy a variety of sports in a fun, positive and enjoyable environment with a qualified instructor.

Music will play a large part of the curriculum as children are able to experiment with instruments, dancing, singing and exploring their minds and bodies with an experienced Early Childhood Teacher or Educator.

We ensure your child is an active learner by creating an environment that is challenging and stimulating where children can explore and experiment through play. Weekly curriculum program is displayed in each classroom for you to view and sent home digitally daily, please take time to discuss this with your child's teaching staff and provide feedback on our programs.

Data collection and documentation

Data will be collected throughout the year; this data will be used to:

- Record progress and achievements
- Evaluate teaching experiences / strategies for planning
- Provide parents / guardians with evidence of program participation and achievement presented in formal the centre reports based on the curriculum, this is in our digital reports system and will be emailed to parents monthly to seek feedback.
- Data is kept confidential in the child's personal file, to be viewed only by staff, parents and department officers
- Data is archived once the child has ended care

Photographing and filming

Children who attend the centre will be photographed for their personal file and may be photographed for marketing materials with the permission of the parents / guardians on the enrolment form.

Children may be filmed during certain activities and lesson to assist with communication and language development, and also for observations and reviewing of progression over time, or marketing of the centre.

Excursions

Parents or guardians will receive a written notice and permission form for any excursions outside the centre. Please note that you will be asked to give us permission for the regular outing on the enrolment form.

Any excursion that depart from the centre will involve transporting the children on foot or by the approved bus.

Under no circumstance will staff be permitted to transport children in a vehicle without written permission from parent or guardian.

Staff will comply with correct ratios at all times

All excursions away from the centre will include the following information

1. When - day / date / month
2. where - address/place
3. arrival and departure time
4. Number of accompanying adults
5. method of transport

In the interest of safety all children are required to wear full shoes such as runners and uniform T-shirt while on excursions

Written permission must be obtained from parent/guardian prior to each and every excursion. If an internal visitor/show is organised all families will receive a written notice explaining the show and date.

Clothing

Parents / guardian are able to purchase additional t shirts for \$10.

Please ensure that all items are clearly labelled with your child's name, this will assist us to return them to you as soon as possible.

Labelling will also ensure that your child's uniforms are clearly identifiable if required during the day at The Education Centre.

In the interest of safety, all children are required to wear shoes whilst at the centre.

What to bring to The Education Centre

You will need to pack, please see what to bring to care letter for full list:

1. Bottles with cooled boiled water
2. Formula
3. Dummies
4. Face washer
5. spare clothes
6. Hat

Absences and holidays

Parents are required to phone or use the APP if their child is unable to attend for the day. Please note, notification is urgently required in the instance of an infectious or contagious disease.

Families receiving childcare benefit are allocated 42 absent days (allowable absences) per child per financial year (including Public Holidays). When the 42 absent days have been used, CCB will not be paid for any further absence unless they are for the following;

1. Illness with a medical certificate
2. non - immunisation
3. Parent with a rostered day off and a statutory declaration signed by a JP
4. Parent with a rotating shift and a Statutory declaration signed by JP
5. Public holiday
6. Periods of local emergency
7. Court ordered shared custody
8. Attendance at preschool (where applicable)

Please note there is not limit to the number of approved absences as listed above.

Health and Hygiene

To minimise the risk of infection in the centre, we follow the "Staying Healthy in Childcare" guideline for exclusion periods. Please find an exclusion table attached at the end of the handbook for your reference. If a child in care has a suspected infectious condition, parent will be contacted and asked to collect the child as soon as possible. Parent will be encouraged to seek medical advice and inform the centre of the outcome. If parents cannot be contacted, we will endeavour to contact other individuals listed on your enrolment form.

In accordance with the Health Department please inform the Nominated Supervisor **IMMEDIATELY** if your child contracts German Measles (Rubella). If your child contracts German Measles they will need to be excluded from the centre to prevent women in their early stages of pregnancy from contracting the disease when they enter the centre because of effects on the developing foetus. For more information please log on to: www.health.gov.au

Children with a suspected or confirmed infectious condition must produce a medical certificate before the child can return back to the centre. The Nominated Supervisor will post signs to inform families of confirmed infectious outbreaks with information relating to the illness. "Staying Healthy in childcare" provides essential information to early childhood centre. For more information, please log on to: www.nhmr.gov.au. A Nominated supervisor has the right to ask for a second opinion if they feel the child has not fully recovered from a suspected or confirmed infectious condition.

As per the Education and care national regulations 2011, each staff member must observe good health and hygiene practices and ensure the childcare facilities be kept clean and in good repair.

The three most important ways of preventing the spread of infectious diseases are:

1. Effective hand washing:

2. Exclusion of sick children and teaching staff: and
3. Immunisation

We consider hand washing and hand drying as the most effective way for all our educators to minimize the spread of infection. This is an important routine for both staff and children. Our staff follow the practices below:

1. Staff are encouraged to wash their hand on arrival at the centre and before departure each day;
2. Staff are encouraged to wash their hands before handling food, including baby's bottles;
3. Staff and children are encouraged to wash their hands before and after eating
4. Staff and children are encouraged to wash their hands after changing a nappy, or assisting children with toileting or using a toilet themselves;
5. Staff are encouraged to wash their hands after cleaning up blood, urine, faeces or vomit (even if wearing gloves);
6. Staff are encouraged to wash their hands after removing gloves;
7. Staff are encouraged to wash their hands before and after giving medication; and
8. Staff and children are encouraged to wash their hands after coming in from outside play and before meal times.

Good oral health is vital to general wellbeing and early childhood dental hygiene is a key factor in the development of healthy adult teeth. At the centre, educators promote good dental hygiene behaviour in children. Children are encouraged to clean their teeth after meals and the centre will provide water for each child to drink during and after eating as recent information on dental health indicates that rinsing the mouth with water after eating is the most effective way to combat tooth decay.

We provide a range of resource material for children and their families.

Immunisation

Immunisation is compulsory. Parents are to provide up to date immunisation records to the centre at all times. Parents who choose not to immunise their children will be charged full fees for their time in care if they do not have an approved exemption from the immunisation requirement. Any child who is not fully immunised may be excluded from the centre in the event of an breakout of a vaccine preventable disease for the duration of the outbreak.

For more information please call the Family assistance office on 136150 or log onto: www.humanservices.gov.au

Head lice

Head lice (*pediculosi capitis*) is a part of life for children in childcare and school. Children have close contact with each other and this provides an opportunity for head lice to transfer from head to head although head lice can't jump. Our teaching staff will take every precaution to limit the spread of head lice within the centre while ensuring that Office staff will notify families of any reported case so appropriate treatment can be sought.

Medication

If your child requires medication to be administered at the centre, a medication form must be completed by a parent / guardian. All medication must be handed to a member of the teaching staff and the requirement forms completed.

All medication must be in its original container with the dispensing label or a doctor's letter confirming the child as the prescribed persona and the dosage to be given. This applies to all medications, regardless of whether they are non-prescribed such as teething gels, nappy cream etc. or prescribe such as antibiotic. Please note pharmacies can provide dispensing labels for non-prescribed medication, including homeopathic medicine.

Management of Asthma

Nebulisers / Volumetrics will only be administered with your Doctor's written consent. Medications will not be administered more often than 4 hourly unless in case of emergency and instructed by medical practitioner. Parents are required to demonstrate to the staff, with the child, the procedure before the initial dose. If medications are administered and there is no relief of the symptoms after 15 minutes, the parents will be called to collect the child.

In the case of a child susceptible to an acute asthma attack, medication may be permanently left at the centre. Parents are required to speak with the doctor to discuss an asthma management plan, which includes regular review. A copy of the child's asthma management plan developed by the child's doctor must be given to the nominated supervisor or Office staff before your child starts at the centre.

In the event that the child uses medication from our Asthma kits parents will be billed immediately for the cost to replace to ensure we always keep medication on site for all children enrolled in. Please note that **Karratha Early Learning Karratha is an approved Asthma centre.**

Unwell children

A child who is unwell cannot participate fully in their day to day activities. We encourage parents to keep children who are unwell at home as it is more comfortable for your child as well as ensuring that there is little opportunity for other children and teaching staff to become unwell too.

If your child does become unwell whilst in our care, we will follow the steps below:

1. We will remove your children from the group (to ensure the other children do not become sick if the illness is infectious)
2. We will contact the parent/ guardian and request that your child be picked up as soon as possible
3. if we are unable to make contact, our nominated Supervisor will use their discretion in deciding to seek medical attention
4. We will complete an illness form, and this will be provided to the medical practitioner
5. We will request a medical clearance prior to your child returning to the centre.

Incidents

As part of the curriculum, educators organised indoor and outdoor activities, these environments are checked daily to ensure suitability and safety and are organised to promote safety and maximum supervision. In the case of an incident involving your child at the centre, educators will administer first aid immediately.

If an injury requires further medical attention the parent/ guardian will be contacted to arrange a plan of action. If the centre is unable to contact a parent / guardian or another person from the emergency contact list on the enrolment form, we will arrange a plan of action. The Nominated Supervisor or person in charge will act on behalf of the parent / guardian to seek the appropriate medical assistance. We will ensure that a member of the staff your child knows will accompany them at all times until the parents/ guardian arrives.

Documentation of all incidents will be made on the incident form and the parent/guardian will be asked to sign this on collection of their child. Some incidents will be informed to the Department of Education and Care due to the nature of the incident as per the law.

Sun Safety

We protect the children and staff from direct exposure to the sun. Children are very vulnerable to sunburn which increases their risk of acquiring skin cancer. Cancer Council Australia advises 'the major cause of skin cancer is too much exposure to ultraviolet (UV) radiation from the sun. Skin can burn in as little as 15 minutes in the summer sun.

To help reduce the effect of sun on our children, the centre provides areas of shade in the outside play area and children are encouraged to spend time in these areas whilst outside. Teaching staff will also use a variety of age appropriate teaching tools to ensure that children are developing sun safe habits.

Children will play outside before 10.00am and after 3.00pm unless it is fully shaded and where possible minimise exposure of the sun to the children and teaching staff. At the reception, we have a poster showing the days UV rays.

Parents/guardians are encouraged to ensure that children have sunscreen on all uncovered areas prior to leaving home in the morning or on arrival at the centre.

All children and Teaching staff must wear a sun safe hat when outdoors at all times. The Cancer Council of Australia recommends the use of a "broad brimmed or legionnaire style hat". The centre has some of these on site for use when children forget theirs.

We are aware sun damage can never be repaired, prevention is the best cure.

Karratha Early Learning Karratha is an approved sun smart centre.

For more information log on to www.cancer.org.au or Cancer Council Helpline 131120.

Lost property

The Karratha Early Learning will aim to take every precaution to prevent lost property. Unfortunately, items can go missing from time to time. Karratha Early Learning will keep any lost property and make it available at the centre for families to search for any missing items. If items are still uncollected after a period they will be donated to a local charity. **For this reason we recommend to label all personal belongings.**

Toys from home

Toys from home are special to children and if they are lost or broken, children can become very upset. We have lots of wonderful, fun, educational resources and activities for the children to enjoy at the centre. We encourage children to leave their own toys at home.

We understand that some children may need a comfort item, can you please ensure that they are clearly labelled with your child's name and that the teaching staff is aware of them. If your child brings a special item in for show and tell, please hand this to one of the educators and they can pop it away safely for sharing later.

The centre cannot accept any responsibility for the care of any personal items brought into the centre.

Rest time

We provide 'quiet time' for our children to regroup after a busy morning of fun and learning. This is a requirement by the Education and Care National Regulations, to allow for supervised rest periods for all children. Children who do not sleep will have the opportunity to participate in a range of supervised quiet activities.

Positive Behaviour

Educators and families share a common goal of positive outcomes for children. Children are encouraged to develop social skills that will allow them to resolve conflicts and meet the need without the use of aggressive or destructive behaviours.

Children are encouraged to respect themselves and others. When educators guide a child's behaviour, they aim to provide each child with clear guidelines as to why a particular behaviour is unacceptable. Children are given realistic limits to follow whilst they are in care.

We are here to work in partnership with you, to encourage positive behaviour. If you would like to discuss anything with us, please let us know and together we can put strategies in place to assist your child to make good choices.

Biting in childcare

At the centre, we appreciate that biting is not uncommon in younger children. Children who usually bite do so because they are frustrated, angry or exploring. They often act impulsively and quickly, being too young and immature to think of other choices or consequences. They usually bite because their language skills are not developed enough to say what they want.

Teething may also be as cause of biting. Biting is most frequent in the younger age groups. When biting occurs, it is often very distressing for parents. If your child is bitten, you will probably feel upset and very distressed. If on the other hand your child is the biter, you may feel uncomfortable. Educators also find biting very distressing. Often feeling very guilty that they have been unable to eliminate the problem whilst maintaining the self esteem of all parties involved. Please remember this is a natural phase of development for some children and will be dealt with in an appropriate manner by the educators and the Nominated supervisor.

The educator will endeavour to maintain a safe environment for all children and do their best to ensure they are working to reduce the biting within the class room, however should biting become a frequent occurrence the following procedure will be used:

1. Educators will complete incident / accident reports each time a child bites, for the child that is bitten and the biter
2. They will assess the room environment and routine and make necessary changes as required
3. Educators will continue to inform the parents each time the child bites and use the incident / accident report form to record each incident
4. Nominated Supervisor/Office staff will assist with ideas and strategies.
5. If the strategies the centre is employing are not successful, the parents will be contacted, and a meeting will be arranged to discuss and agree a plan of action.
6. Parents and educators will work together and evaluate plans on a daily basis.
7. Professional help may be sought with the approval of the parents to assist the educators with room strategies.
8. Educators will be required to record the evaluations of strategies.

9. After professional help has been sort and biting continues, parents may be asked to find alternative care. Adequate notice and support will be given.

Nutrition

At Karratha Early Learning, we believe that good food habits need to be developed at an early age. All food provided at the centre is fresh and follow strict nutrition guideline set out by Feed Australia to ensure that children are receiving all vital nutrients and minerals they require to grow.

It is important that we are meeting the nutritional, social, cultural and educational needs of the children in the centre. Don't forget that water is an ideal drink for children and is available throughout the day.

Nut allergies are an extremely common food allergy in children. To ensure the safety of all children in the centre, we are a nut free education centre. This includes no peanut butter, nutella or nuts etc.

Please provide the centre with any accommodations you require for your child, including supporting letters from Doctor.

Birthdays

At the centre, each child's birthday can be celebrated with their friends in the classroom.

We appreciate that you wish to celebrate your child's birthday with their friends and we are happy to deliver party invitations to classmates if needed. However, as we are unable to know all children's allergies and for this reason we would ask that you check with the educators to what the children in your child's classroom are able to eat, prior to making cakes. We would prefer cup cakes as a way of sharing and celebrating your child's special day.

Candles will only be allowed on the piece of cake to be consumed by the birthday child.

Show and special visits

We have a number of special shows / visitors that come to the centre each year. These include visits from police, dentists, magicians, and reptiles along with a Christmas party, graduation ceremony, parents' evenings and end of term celebrations etc. Any planned shows are outlined in the centre's monthly newsletter for you prior to the day.

The centre also get participation from local schools, and training organisations. If a special visits to the centre is required by a health care professional (speech therapist, inclusion support therapist, health care worker etc) during the year, discussion and permission will be sought from the child's parent / guardian. Should you have any concerns about your child, please see our educator in your child's room. All shows and visitors are under constant Team member and Nominated Supervisor supervision.

Parent Grievances

We are here to ensure that your child is happy and healthy in the centre. If there are any concerns, please let us know! We have a grievance procedure and a support structure available for you.

By following this procedure, it gives those involved an opportunity to address any issues and ensure that your concerns are followed through and you are satisfied with the end result and the action taken.

Should the need arise, you are always welcome to contact the centre directly on hello@karrathaeearlylearning.com.au. All grievances are taken very seriously and well will always ensure the resolution is discussed with the family involved.

Parents support structure

Partnerships' between teaching staff and families are crucial for positive outcome for your children. Should you require any assistance, please follow our support structure below.

<p>Educators/Teachers If you would like further information or would like the matter taken further please contact</p> <p style="text-align: center;">↓</p>
<p>Coordinator / Office staff If you would like further information or would like the matter taken further please contact</p> <p style="text-align: center;">↓</p>
<p>Approved provider If you would like further information or would like the matter taken further please contact</p>

Parent / Educator communication

We encourage open communication between staff and families through notice boards, parent's letters, daily updates on Facebook, communication book at the front desk, newsletters, discussions, formal meeting, and daily exchange of information on kindyhub. We value the intimate knowledge that parents/guardians have of their children, and therefore wish to draw upon this knowledge in developing programs to best meet the needs of the child.

Should a parent require further information regarding a child's progress or wish to raise a concern, feel free to make an appointment with the educator/teacher in your child's classroom at a mutual convenient time.

During the year, we offer parents teacher interviews as a time for parents/ guardian and teaching staff to discuss your child's progress and development milestones.

Parent participation

We encourage parents to acutely participate into the care of their children by becoming involved in spending time at the centre. Parents are welcome to share special occasions with their child, come in and spend time participating in the classroom, read a book to the class, play an instrument, help us with cultural awareness and much more. Parents can also become involved in the program by communicating their ideas and feedback to our teaching staff. We value parent input into our programs and strive to collaborate with parents regularly to build relationships and support the developing needs of your child. Please speak with one of our educators or our Nominated Supervisor for more information.

Parent and visitor conduct

It is expected that families using the centre as associated visitors demonstrate patience and courtesy at all times. Our teaching staff and management endeavour to provide the children with positive behaviour role models. We will not tolerate inappropriate language or behaviour at the centre at any time.

Smoking is not permitted on the centre's grounds or in the car park. The car park is for staff parking and for families dropping off or collecting children. Please be thoughtful, especially during peak times. We have parents, children and staff codes of conduct that must be adhered to at all times.

Parent / Educator interviews.

Interview are formally conducted twice each year. Interviews allow your child's educator an opportunity for both to discuss your child's progress and developmental milestones. It is also an opportunity for you, as the parent / guardian to discuss any concerns you may have. Although our teaching staff are available to assist and discuss any items as they arise, this an invaluable opportunity to speak freely without interruption. The centre will endeavour to provide a suitable time for both parents to attend.

The Karratha Early Learning newsletters

Each month the centre provides all families with a newsletter, these will be emailed to all parent community, placed on website and Facebook classroom pages. Our newsletters give information relating to the centre, policies etc as well as news and updates to ensure that all families are kept up to date with the centre activities. Each classroom also provides information on classroom activities, special events and birthdays.

Staff recruitment, selection and retention

At Karratha Early Learning, we believe in offering the best possible early learning experiences. We also believe that continuity of care is important to ensure that children develop trusting relations with educators. When developing the roster, we consider the continuity of care for each child and will endeavour to advise parents / guardian and children of any staff changes and if possible, use staff who are already employed by the facility.

Staff meetings are conducted regularly, and each staff member is encouraged to attend. We encourage teaching staff to use this forum to discuss any suggestions or to raise any concerns they may have. The childcare centre we will endeavour to create a dedicated team of early childhood professionals through an environment of respect.

All teaching staff also exceed the training qualifications required by the National law including:

1. Senior First aid
2. Asthma
3. Child protection
4. Anaphylaxis

Team member training and development

A quality program relies upon our teaching staff having a thorough knowledge of current theory and practice in early childhood. We continually work toward developing and implementing formal programs for staff orientation, training and development, including external training and education as well as in house professional development sessions.

Our investment in teaching staff and development ensure that our current and future skill requirements meet legal obligations and assist individual career development.

Students and visitors

We welcome the opportunity to share our knowledge with students and volunteers and seize the opportunity to learn new skills from them too! All students and volunteers are required to undergo suitability screening by the working with children's checks department.

All students and volunteers will be interviewed and have orientation visits supervised by the centre. Our students and volunteers will also be asked to sign the handbook after they have read and understood and will need to abide by our student and visitor's policy.

All students and volunteers will be supervised by our educators and will not be left alone to care for children under any circumstances.

Compliance history logbook

The Karratha Early Learning will maintain a compliance history logbook at all times and it is available for families and visitors should they wish to view this. Please ask your Nominated Supervisor if you would like to view the logbook.