



## Parents Information Booklet

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## WELCOME TO LENA VALLEY CHILDCARE & EARLY LEARNING CENTRE.

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### **We are a Government Approved long day early learning childcare centre.**

On behalf of all our educators and management we would like to take this opportunity to welcome you and your child to the Centre and we hope that your time with us is both rewarding and filled with many happy memories. Our children are our future and we appreciate the opportunity to participate in their development and to support them in achieving a sense of belonging, being and becoming.

Lenah Valley Childcare & Early Learning Centre has a comprehensive set of Policies and Procedures in accordance with Government Regulations. They are available for perusal in the front foyer and around the centre.

This Booklet is designed to give you an overview of such Policies and Procedures and provide the information you need to know in making the decision to entrust us with your child.

### Confidentiality

Confidentiality is of paramount importance in our Centre. All of the information provided to us by you, such as addresses, phone numbers, and custody information, is seen and recorded only by the administration educators and the educators directly responsible for the care of your child.

All information provided by parents/guardian is maintained in locked draws and accessed only by the Director and Management.

### About Us.

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Our commitment is to:

- Children
- Parents
- Educators
- Community
- Environment

Lenah Valley Childcare & Early Learning Centre is owned by Tasmanian Child Care Centres Pty Ltd, a privately owned company operating solely in Tasmania. It is the management's objective to provide a very high standard of professional Childcare at our services. The company and educators respect and work closely with the relevant Government departments and the community to ensure our mission is achieved.

Management has accumulated a large amount of experience. Importantly they are "hands on" operators who take personal responsibility for the operations of the centre and the care of children entrusted to them.

We see ourselves as community service operators who enjoy a privileged role in helping families and their children to grow and develop.

Management's strong view is that, as professional providers of services in the Childcare industry, we should involve and utilise the vast experience in care and education offered by the respective Childcare authorities. The authorities are informative and helpful and we encourage parents to contact these authorities should they have concerns or require assistance.

## Our Mission.

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Our mission is to provide a safe and nurturing environment, which allows children to explore and discover new possibilities while acquiring knowledge. We aim to provide learning programs that emphasise wellbeing and that meets the needs, interests and abilities of the children in a controlled but challenging environment. We will enhance children's learning by developing partnerships with families through communication, involvement and engagement. Through our learning programs that embrace the principles and practices of the Early Years Learning Framework, we will provide a foundation for children's future success by providing opportunities to maximise their potential.

## Philosophy.

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At Tasmanian Childcare Centres we believe in providing a sense of belonging through the creation of a safe, warm, caring and inviting environment that fosters secure, respectful and reciprocal relationships between children, families and educators. We believe that it is these secure, trusting relationships that help children to build confidence and feel respected and valued.

We believe in providing indoor and outdoor learning environments that are welcoming, challenging, vibrant and flexible while catering for the different learning capacities and styles of the children. We believe the environments should reflect the children's needs and interests and invite open-ended interactions, spontaneity, challenges, exploration and discovery. We believe the environment should provide the children with enjoyment at any given time and they should be given the opportunity to use their imagination at that point of time and moment, promoting a sense of being.

We believe in providing an increased awareness of the responsibilities and the implementation of practices through education which adopts and encompasses both sustainability and environmental goals. We believe this will contribute to positive outcomes for the future well-being of children, families and all stakeholders.

At our service we recognise and respect that families are children's first and the most influential teachers. We value their knowledge, insight and perspectives and encourage them to contribute to and be a part of our curriculum decision making. We believe that children thrive when families and educators work together in partnership to support children's learning and to form a sense of identity that will help shape the adults that they will become.

Our educators believe in respecting and honouring each family's values, beliefs, histories, cultures, languages, traditions, child rearing practices and life-style choices. We will take pride in our heritage by acknowledging our Traditional Land Owners in our curriculum, and integrating cultural awareness into art and learning experiences. We will endeavour to form positive partnerships and networks with indigenous people in our local community to guide us in nurturing the Aboriginal and Torres Strait Islander legacy.

We believe in equality and equity for all children which will enhance all children's capacities to succeed, regardless of diverse circumstances and abilities and we promote inclusion and participation of all children at our service.

We believe that by following our philosophy we are helping to guide children into becoming confident, creative, environmentally responsible and active members of future society, contributing to a brighter future for all Australians.

We have a professional team of Educators who continually seek ways to build their professional knowledge and work together within the wider child care and educational industries to develop a learning community. Our Educators are all involved in an on-going cycle of critical reflection of philosophy, ethics and practice. This allows us to examine what is happening in our service and reflect on what we are doing well and what we might change to achieve the best possible outcomes for children, families and educators.

We will ensure the governance of the Centre embraces the appropriate decision making people from the Service Provider, Nominated Supervisor, Educators and all stakeholders including families so that the stewardship for overall compliance of the centres philosophy and duty of care is undertaken in a professional manner.

## Centre Broad Goals.

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### All Children.

#### **We aim to:**

Encourage all children to participate in experiences and environments that cater for all areas of development and promote the outcomes in the **Early Years Learning Framework:**

Outcomes from the Early Years Learning Framework

- A strong sense of identity
- Being connected with and contributing to their world
- Having a strong sense of wellbeing
- Being confident and involved learners
- Being effective communicators

### All Families.

#### **We aim to:**

Encourage all families to participate in our program and share their knowledge and experience.

Encourage supportive relations between educators and families to build mutual understandings and provide for consistency in children's care.

### All Educators.

#### **We aim to:**

Provide a developmentally appropriate, fun & educational program for all children that promotes a sense of belonging, being and becoming and contributes to achieving the learning outcomes as outlined in the Early Years Learning Framework.

To professionally promote the centre while actively participating in community happenings or industry events and show a strong united team.

## Daily Operations.

### We aim to:

Continue to comply with the Education and Care Unit guidelines, National Quality Framework and apply the National Quality Standards and those incorporated in the Early Years Learning Framework, My Time, Our Place Framework and learning through Fun & Play.

## Community.

### We aim to:

Develop and implement programs to meet the changing educational needs of all children in the community.

Positively promote the service that our centre provides to the families in the community and offer many opportunities for input and participation from family and community members.

## Industry.

### We aim:

For Tasmanian Childcare Centres to have professional teams of Early Childhood Educators who provide quality care and will continually and consistently consult / work with other educational agencies to achieve the most effective outcomes for children's learning.

## Service Approval.

The Centre has Service Approval for ninety-six (96) children aged from 6 weeks to school age. Outside School Hours Care such as Before School, After School and Vacation Care services are provided as an extension of our Long Day Care Service Approval.

## Assessment & Rating.

The centre has successfully complete its Assessment and Rating process under the National Quality Framework. The centre was assessed at Meeting National Quality Standards.

## Hours of Operation.

The Centre is opened Monday to Friday from 6.30am to 6.30pm each week, excluding Public Holidays.

## About The Rooms.

Room Names	Ages	Numbers
<i>Puggles</i>	6 weeks - 12 months	12
<i>Tassie Devils</i>	1 year - 2.5 years	25
<i>Pademelons</i>	2.5 years - 4 years	29
<i>Echidna</i>	4 years - 5 years	30

## Centre Educators.

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Educators have been chosen for their skills, knowledge and experience within the early childhood field. They are suitably qualified for the position that they undertake and are approved by the appropriate Government Departments.

We look for educators that have suitable qualifications and who show a genuine interest in caring for and educating children. Educators selected must be committed to providing quality care and education and show a true commitment to the children and families within the centre. Whilst we encourage educators to make a long term commitment to their position within the centre, it will be appreciated that changes to the educators in the various rooms are made from time to time. This will enable the variety of strengths, talents and interests that each educator has to contribute to the centre and children's learning programs to be utilized across the centre. Importantly, children will benefit from this diversity.

We fully support educators through their ongoing learning and training to enhance their professionalism. Educator's names and positions are placed on display throughout the centre. Educators work in shifts to ensure adequate supervision of the children at all times. Shifts will change periodically to remain fair to all educators and to also allow parents to meet all of their child's educators.

## Orientation.

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Once a new family has accepted a position for their child/ren at the Centre, an orientation visit will be organised at a time that is agreeable to the family and the Centre. The new family will be given a tour of the centre and introduced to educators by the Director. The parent/guardian will speak to the educators of his/her child's room about specific needs and the developmental level of their child. The educators will explain the communication methods, routine and program for the child's group. The Centre Director will explain about signing in and out of the Centre, daily using the QK Kiosk, the fee structure, Childcare Government Subsidy (CCS), location of accounts, how to pay your fees and return of receipts.

## Policy Compliance.

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It is through strong governance of the centre, application of the National Quality Framework and Early Years Learning Framework, consistency of service and compliance with regulatory and policy requirements that our Centre will be able to provide 'excellence' in program and administration. This will be achieved by: having a written framework of policies and expectations; developing educators knowledge, skills and awareness of the policies and expectations related to their position; having written information for families and a formal orientation to the Centre; monitoring educators and Centre compliance to the regulations and policies; and counselling, training and advising educators on improvements if non-compliance is found.

Families are encouraged to provide feedback in the development of policies within our Centre. The Director will actively display policies on the parent information board for parent comment.

### Communication with Us.

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Families are the most important influence on young children's lives. Educators and families need to work together to share information and achieve the best outcome for children's care and education.

Families need a formal, as well as an informal way of communicating the areas where the Centre and educators excel and the areas that need improvement. Families are encouraged to speak to the Centre Director or management about any concerns before they become a major issue. All rooms have communication sheets where parents can receive and leave messages for and from educators.

Families are continually communicated with in regards to their child's activities, learning stories and various functions and events via Educa Child Care Software online documentation.

The Centre also issues newsletters advising of up and coming events and changes in the Centre operation. Newsletters are issued to parents once every two months. Newsletters are made available to families and are situated within all rooms of the centre as well as in the front reception area. Both positive and negative feedback assists the Centre to grow and facilitates continuing improvement.

### Parent Grievance Procedure.

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We aim to provide a service where parents can feel comfortable and happy in dealing with any issues that may arise and know that they will be dealt with efficiently and outcomes are mutually agreeable to both the parent and the Centre.

A record of any major concerns will be kept in writing to be followed up on and referred to in future if necessary. All investigations will be handled with consideration to privacy and confidentiality.

Families are able and encouraged to contact the Director or the Approved Provider if they feel their issues have not been resolved at Centre level. Families can also contact the Education and Care Unit if they feel the Centre has not resolved their issues.

### Safety.

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Your child's safety is of paramount importance to us. This Centre has strict policies with regards to children's safety. All external gates have safety latches and it is requested that these are kept closed.

We implore you to assist us by keeping all doors and gates firmly shut after you have used them.

A detailed indoor and outdoor hazard safety checklist is completed daily before the children's arrival at the centre.

Poisons and chemicals are kept out of reach of children. They are stored in childproof cupboards labelled with warning signs. Medications are locked in special containers in each room fridge. Medication not requiring refrigeration is stored in a sealed container out of reach of children.

We would appreciate parent's assistance in ensuring children's clothing and footwear is chosen with safety in mind. E.g. jewellery can be a danger to young children; thongs may present a tripping hazard. Children are taught and encouraged to follow basic safety rules in and around the Centre.

## Priority of Access.

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One of the main reasons the Australian Government funds child care is to meet the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support.

The Australian Government has Priority of Access Guidelines for allocating places in these circumstances. They set out the following three levels of priority which child care services must follow when filling vacant places:

**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 the A New Tax System (Family Assistance) Act 1999.

**Priority 3** – any other child.

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

1. children in Aboriginal and Torres Strait Islander families
2. children in families which include a disabled person
3. children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold or who or whose partner are on income support
4. children in families with a non-English speaking background
5. children in socially isolated families
6. children of a single parent

When a service has no vacant places and is providing child care for a priority 3 under the Priority of Access Guidelines, the service may require that child to leave the child care service in order for the service to provide a place for a higher priority child but only if:

1. the person who is liable to pay child care fees in respect of the child was notified when the child first occupied the child care place that the service followed this policy
2. the service gives that person at least 14 days notice of the requirement for the child to leave the child care service.

## Arrival.

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**Each child must be signed in daily by an adult via the QK Kiosk located in the reception area. This is a Government regulation.**

Please ensure you notify an Educator of your arrival. Initially you are encouraged to stay and play with your child that is new to the centre. Sometimes children who are new to the centre go through a stage of 'Separation Anxiety' when they may become distressed at you leaving. We understand that this can be a heart wrenching time but experience has shown that children settle quite quickly after parents

depart. May we suggest that you always say goodbye, tell them you are coming back and leave promptly. If your child does not settle we will telephone you. You are welcome to call or email the centre for reassurance.

## Departure.

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**Each child must be signed out daily by an adult via the QK Kiosk located in the reception area. This is a Government regulation.**

Please ensure you notify an Educator that you are taking your child home.

Regulations require an authorised person (on the enrolment form) to collect your child each day. Only when prior arrangements have been made with the Director will children be allowed to go home with unauthorised persons. The unauthorised person will need to show photo identification.

Please check the parent notice board and the centre front door for important notices.

In the unlikely event that a child is not collected by an authorised person by 6.30pm, the centre will adopt the following procedure:

- Parents or guardians will be telephoned.
- If parents or guardians cannot be contacted, the first emergency contact person on the enrolment form will be telephoned and requested to collect the child.
- Appropriate Government Authorities will be called as a last resort.

## Sign In/Out Using the QK Kiosk.

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It is absolutely essential that you sign your child in and out of the Centre on the days of attendance as Centerlink can access this data.

**Firstly**, this is essential should there be an emergency at the Centre as the Sign In and Out QK Kiosk tell us very quickly who is at the Centre at that time.

**Secondly**, we are required to keep these records as a requirement from the Department of Education, Employment and Workplace Relations and Centerlink.

**Thirdly**, you will not receive the Child Care Subsidy (CCS) as this will not be paid to the Centre for sometime when the child's attendance or absence (on booked days) is not signed for by the child's parent/guardian. This will mean that full fees will be payable for those days that no Child Care Subsidy is paid.

## Enrolment Procedure.

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An Enrolment Form will be provided to you for completion if you wish to book a place for your child at the Centre. We will make every effort to fulfil your required days as soon as a position becomes available. We realise that situations change and we simply ask you to keep us informed of any changes in your requirements. When an appropriate place becomes available we will notify you of this. Upon acceptance of the position by you, we will require you to complete an Enrolment Agreement (the details are required to be obtained by us by law).

## Alterations & Withdrawals.

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You are required to give two week's written notice if you are withdrawing your child from the Centre or altering your booked days. Government regulations require children to attend their last booked day at the centre to obtain government benefits. If children are absent for their last day, full fees will be charged.

## Absences/Illness.

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Centre fees are charged and government subsidies are paid for all booked days. This includes sick days, casual absences, holidays and Public Holidays.

*Please be aware that:*

The Child Care Subsidy (CCS) carries restrictions on how many absences can be had before the entitlement to the Subsidy for absences ceases. Each child is allowed 42 days of allowable absences per year (1 July to 30 June). Every absence must be verified by a parent to enable Child Care Subsidy to be paid for that absence. The reason for the absent day will be written in the space on your child's sign-in sheet where you would normally sign them in and out and this is to be initialled beside by the parent.

Once you have reached 42 allowable absent days then any further illnesses that are verified by a doctor's certificate will not count towards another absent day and Child Care Subsidy will be paid as normal for this day. Any other absent days (including public holidays) where you have reached the 42 allowable absent days will not receive any Child Care Subsidy.

## Fees & Payment of Accounts.

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You will be advised what your fee payable is after taking into account; any application of the Government Child Care Subsidy at your child's initial enrolment; at the commencement of each year; at any change of enrolment; whenever fees are amended at the Centre and whenever your Child Care Subsidy changes.

The Government Child Care Subsidy is paid direct to the centre and will be offset against the centre's fees.

You will be provided with a statement each week which will indicate what fees you have been charged for care and what payments have been made. Statements will be either placed in your child's lunch box or emailed to you. Fees are to be kept two weeks in advance at all times.

## Procedure for Payment of Fees.

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All fees are to be paid weekly unless alternative arrangements are approved by management. Options for payment of fees include:

- Direct Debit (Ezi Debit)
- B-Pay
- EFTPOS (for debit or credit cards)
- Cheque

## Late Collection Fee.

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The Centre closes at 6.30pm sharp. Any extension beyond that time is costly due to Government Regulations and staffing requirements. Staff must be employed at the Centre at all times the Centre is open. A late fee of \$20 for each 15 minutes or part thereof will be charged where a child remains at the Centre after 6.30pm.

If a child has not been collected by 7.00pm and no notification has been received from a parent, the child's emergency contact shall be requested to collect your child. If no contact can be made then the appropriate Government Authorities including the Police must be contacted.

## Government Subsidies.

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As from the 2<sup>nd</sup> July 2018 the Federal Government introduced changes to the Subsidy paid to parents for Child Care assistance in off-setting Child Care Centre fees.

The new Government Child Care Subsidy replaces the former CCB and CCR payments. The new Government payment is referred to as the CCS payment i.e. Child Care Subsidy.

The Child Care Subsidy (CCS) is paid directly to the Child Care Centre and guidelines that will determine the amount of subsidy paid will incorporate the following factors.

- a single payment subsidy
- the revised combined family income threshold
- a new Activity Test (e.g. working hours, study, volunteering work)
- new 'hourly rate caps' per service type
- all parents will be required to register with Centerlink to confirm the child's booking into childcare

The Child Care Subsidy (CCS) will provide assistance for Child Care Fees covering Long Day Care, Before and After School Care and Vacation Care where parents qualify for assistance.

All parents/guardians must be registered with a Centerlink "MyGov" account. If you don't have an account you will need to create a "MyGov account" with Centerlink.

The Government websites that can be accessed are as follows:

- Child Care Subsidy – activity test
- Family Child Care Subsidy Estimator
- Child Care Subsidy Rates

Should you have any concerns, the Centre Director will be able to assist you wherever possible.

### **Jobs, Education and Training (JET) Child Care fee assistance**

The Federal Government's JET assistance is a separate payment from the Child Care Subsidy (CCS) and is to be applied for the applicant separately.

Jet Child Care assistance provides extra help if you are a parent on an income support payment and looking for work, studying or starting a job. Access to JET Child Care fee assistance is time-limited depending on the study, training or employment activity that the eligible parent undertakes.

It is the parent's responsibility to apply for the above Government subsidies.

## Holidays.

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Two weeks' notice is required before your child takes holidays. Notified holidays will be charged at a discounted rate to hold the booking on the condition that all fees are paid up to date. This holiday rate will only apply for four weeks per year (20 working days). No charge will apply for Christmas Day and Good Friday Public Holidays. All other Public Holidays will be charged as a normal booking.

Parents receiving the Government Childcare Subsidy (CCS) will receive a 50% credit of the gap fee. Parents not entitled to the Government Child Care Subsidy will be given a 25% discount on holidays.

## Children Nutrition.

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At Tasmanian Child Care Centres we will encourage healthy eating and nutritious food and drinks. Healthy eating has a major influence on children's health and wellbeing and is important because eating habits are developed in the early years and are carried through to adulthood.

Parents are encouraged to provide a variety of nutritional and balanced selection of food for the day, as recommended by the Australian Dietary Guidelines (2013), Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood (2013), and Start Them Right (2015).

We do not encourage 'sometimes' food to be brought into the service in lunchboxes (chocolate, lollies etc. will be sent home). 'Sometimes' foods are high in kilojoules, saturated fat, sugar, and/or salt. They often have little or no nutritional value and are not included in the basic food groups.

'Sometimes' foods include chocolate and lollies, sweet biscuits, cakes, ice creams, chips, fried foods, pastries and take-away foods. 'Sometimes' drinks include soft drinks, fruit drinks, cordial, sports drinks, flavoured milk, flavoured mineral water, and energy drinks and fruit juice.

Water will be available at all times and children are encouraged to drink water, especially in the hot weather. Water bottles will be refilled if necessary. We ask that all drinks brought into the centre by parents contain plain milk or water only.

Birthdays are special times in a child's life. Parents are very welcome to come and share in the celebration. We do ask that healthy alternations (fruit/savory muffins, Fruit/vegetable platters) be bought instead of cakes and cupcakes. Please feel free to speak with Centre Director.

The Centre is a Move Well, Eat Well Centre. For more information, please see Lead Educators or the Centre Director. Information is displayed in the Centre

If your child has an intolerance or allergy to any particular food, please ensure you have stated this on the enrolment form and consulted the Director or Lead Educator in the child's room.

**Please note that we are a nut and egg aware centre.**

## Breastfeeding

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Returning to work is recognised as a barrier to breastfeeding and this often coincides with the commencement of child care. Early childhood education and care services therefore play an important role in supporting the continuation of breastfeeding during the first six months and beyond. Our service is guided by the recommendations of the Infant Feeding Guidelines (2012) and Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood (2013).

- Our service and its staff have a welcoming attitude towards breastfeeding and we display and provide information that shows this support.
- Breastfeeding is promoted and encouraged within the centre for families. The service has an appropriate comfortable space for mothers to express milk or breastfeed.
- The service has relevant safe-handling practices for breastmilk labelling, storage and use. Please refer to our Infant Feeding Policies if you require further information.

### Nappies.

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Parents must provide sufficient nappies for each day for all children who are not toilet trained. When centre nappies are to be used, a fee will apply.

### Parent Involvement.

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Parents and families are welcomed into our Centre. Parent help/participation sends a strong message to your child that you support them and are part of their Early Learning environment.

We appreciate that time is of a premium for all parents but we will be willing to accommodate any form of involvement you may wish to provide.

Some of these activities and involvement include:

- Parent help; e.g. reading stories to children
- Special activity day; e.g. Grandparents Day
- Resource person; e.g. assistance with group excursions
- Information nights; e.g. childcare industry changes
- Discussion groups; e.g. community matters
- Policy reviews; e.g. parents input/comments

### Toys from Home.

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We discourage children bringing toys from home as this causes disagreements with other children and toys may get broken. We understand some children use toys or comforters to feel safe and secure in their environment here; if that is the case we make exceptions to this; however we accept no responsibility if these are misplaced.

### Accidents/Emergencies.

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The Centre aims to provide a safe and secure environment. In the unlikely event of an accident or emergency involving a child, the Centre will immediately attempt to contact the parents. Failing this, persons recorded as emergency contacts will be notified. In the event that none of these people are available, the Centre reserves the right to call a Doctor or Ambulance for treatment.

Costs incurred for Emergency Medical Treatment will be the responsibility of the Parents.

## Clothing.

We encourage you to dress your child sensibly for prevailing weather conditions and the Centre's programs. Please remember your child may be involved in activities that could mark or stain clothes. Please ensure that your child has shoes (not thongs), a sensible hat, and a change of clothes each day.

**ALL ITEMS MUST BE CLEARLY MARKED WITH YOUR CHILD'S NAME.** The Centre will keep a lost property box inside each room. The Centre and its Educators cannot be responsible for items that have been lost if the item was unnamed.

## National Quality Framework.

The National Quality Standards set a new national benchmark for the quality of educators and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together seven key quality areas that are important to positive outcomes for children, families, educators and community

The National Quality Standard comprises of quality areas, standards and elements.

Quality areas	Standards	Elements
QA1 – Educational program and practice	3	9
QA2 – Children's health and safety	2	6
QA3 – Physical environment	2	5
QA4 – Staffing Arrangements	2	4
QA5 – Relationships with children	2	4
QA6 – Collaborative partnerships with families and communities	2	6
QA7 – Leadership and service management	2	6

All Quality areas, Stands and Elements are individually assessed by the Department

## Behaviour Management.

The centre aims to foster an environment of cooperation and consideration of others in order to enhance children's self-esteem and interactions with other people. Educators at the Centre use a positive and caring approach to managing children's behaviour. Behaviours which may not be appropriate are often characteristics of certain stages in children's development. We recognise that children need help and guidance to take increasing responsibility for managing their own behaviour and responding to others.

Behaviour Management techniques used at the centre includes:

- Modelling good behaviour;
- Being firm and consistent;
- Avoiding conflict by being observant of children;
- Praising acceptable behaviour;

- Ensuring children are actively involved with interesting and challenging activities;
- Being positive and encouraging children to co-operate;
- Providing choice;
- Communicating clearly;
- Diverting children's attention.

The technique chosen depends on the stage of development of the child and the situation that exists at the time.

## Children's Transition to School.

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Educators in the 4-5 year old age group will actively observe, plan and evaluate the children for skills and knowledge necessary for a smooth transition to formal schooling.

Educators will liaise with parents/guardians about the child's development and readiness for transition to school.

## Excursions.

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Children will not be taken outside of the centre without written consent of a parent or guardian.

On occasions the centre may plan to take children for an excursion. This may be to the local park, shops, or to an event such as a show or circus. In this instance parents will be informed and asked for written consent well in advance. Unless otherwise advised, parents will incur costs for excursions.

## Expulsion/Exclusion.

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The Centre reserves the right to expel or exclude children. This may be necessary when fees are in arrears or when a child is seen to be persistently endangering others. We need to ensure that all children, regardless of their abilities, are safe and well cared for. Duty of care to all involved at the centre is of paramount importance.

## Children at Risk (Child Abuse).

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Child abuse is any act of omission or commission that endangers or impairs a child's physical and emotional health and development. Child abuse can occur across all cultural, ethnic, occupational and socio-economic groups.

The Educators in our centre have a duty of care to monitor the health and well-being of all children in their care. Educators must report their 'suspicions' and the grounds/evidence that supports this to firstly the Director then our State Department for investigation.

Custody Issues: Parents must inform the centre when there is a custody issue. Educators will maintain a non-judgmental approach with both parents. If there is a custody order or a Protective Assistance order, the centre requires a copy of this legal document. Educators are legally required to follow these orders and inform the Police if the orders are violated. Educators cannot follow parent instructions unless supported with copies of the above legal documents.

## Hygiene.

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Strict hygiene procedures are implemented at this Centre. Good health habits such as washing and drying hands, flushing the toilet, using tissues and not sharing food and drinks are encouraged and taught by educators. Toys, play equipment, toilets, change areas and floors are constantly cleaned.

## Fire & Excavation Procedures.

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An emergency evacuation plan is displayed in each room. Fire drills are held each month to ensure the evacuation of children to a safe place in the event of an emergency is both prompt and safe.

In the event of an outdoor threat, children and educators will gather inside in a safe place. External doors will be locked and Authorities contacted.

## Immunisation.

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For the health and safety of all children at the centre we ask that you present your child's immunisation record at enrolment and ensure to keep us updated of new immunisations.

The Federal Government has introduced the "No jab, No Pay" policy.

Most common childhood diseases are contagious. If an outbreak of an illness should occur, children who are not immunised will be excluded from the centre until the outbreak has passed.

## Infectious Disease.

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Parents must inform the Centre Director if their child has been exposed to any infectious diseases for the safety of children, educators and expectant mothers. Children who are ill will be excluded from the centre. Centre fees must be paid while children are sick so as to hold a child's position. A doctor's certificate is required for re-admittance if the child has been suffering from an infectious disease.

If a child suddenly becomes ill while in attendance at the centre, he or she will be isolated from the group and parents or other contact persons will be notified to collect the child immediately.

Please note that our centre's Infectious Disease Policy is very strict in order to prevent the spread of disease. The Centre Director reserves the right to exclude children from care should they present with an illness or contagious condition upon arrival at the centre.

Parents should be alert to the following:

- infected skin patches
- spots or rashes
- Conjunctivitis
- thick, green, yellow nasal discharge
- Diarrhoea
- severe, prolonged cough
- irritable, lethargic behaviour

Please be aware of your responsibility to your own child and to the other children and educators at the centre. Be considerate and understand that infection spreads quickly when children come together in groups.

## Information Sharing.

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We aim to develop two-way communication between the centre and families for the benefit of children by sharing of information which may be on an informal level. Parents will be kept informed of their child's day and progress at the centre through daily reports, communication books, programs and newsletters. Further, direct communication with each parent is provided through the Educa online system which also provides opportunity for parents to reply and comment on their child's progress. Formal interviews may be requested and parent/educator information evenings are occasionally scheduled.

Parents and guardians are invited to discuss the activities and experiences provided as part of our learning programs and the goals achieved through our programs. Please ask your educators for more detailed information about your child's development and our underpinning philosophy of learning that informs our programs.

We encourage parents to keep educators informed of their child's behaviour and progress at home. It is important, for instance, to inform educators if your child has had a bad night, is beginning toilet training or if family circumstances and/or patterns have changed. In this way educators will be able to anticipate your child's behaviour and provide quality care. All personal details will remain confidential to educators.

## Incidents/Accidents at the Centre.

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Children are naturally inquisitive and curious. They learn by touching, mouthing (copying) and by participating in learning activities and outside play activities. Educators will balance the need for challenge and supervised risk taking with support and consideration for safety and well-being.

Educators will supervise children, redirect play that could cause harm to a child, remove any items/equipment that could cause harm and report any problems with equipment/ fixtures/ building immediately to the Centre Director.

Parents will be notified of any injury to a child, either by phone during the day (serious) or at the end of the day (minor). First aid will be administered if needed. Medical assistance will be obtained if necessary. Parents are asked to give permission for emergency medical aid within the enrolment application. An Incident and Accident Form will be completed and parent/guardian asked to sign this report at the end of the day to verify that they have been notified of the incident.

## Medication.\*

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Our policy on administering medication to children while in attendance at the Centre not only takes into account the well-being of children but also the legal protection of our Educators. Although

Educators have First Aid Certificates, they are not trained nurses and therefore have no formal qualifications to determine the appropriate administration of medication.

It is a requirement for parent/ guardians to notify educators if their child requires any form of medication during their day. Parents/ guardians must ensure they complete the below steps before we have permission to administer it to any child.

- All forms of medication must be provided in the original container/ package from the suppliers.
- When a child is booked into the centre the parent/ guardian must complete the centre's medication form for administering of prescribed medication.
- Non-prescribed medication and over the counter medications to be given to a child requires the non-prescribed medication consent form to be completed and signed by the parent/ guardian. This form is in the enrolment pack when a child is booked into the centre

**\*Our full detailed policy on Administering Medications can be requested from the centre director or found in our policy folder located in our front reception area.**

## Sun Smart.

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Australia has a high occurrence of skin cancer. The ultra-violet rays of the sun can cause skin cancer and damage to the eyes. The centre sun smart policy will be followed at all times. The amount of time that children and educators spend outside will be monitored and activities will be set up in shaded areas. All children, educators and visitors are to wear hats and sunscreen (30+) when in the outside area of the Centre. Sun screen will be applied 20 minutes before going outside and then reapplied as needed. It is recommended that children wear clothing that is long sleeved.

**NO HAT NO PLAY. 'SLIP, SLOP, SLAP, SEEK AND SLIDE'**

## Photography of Children within the Centre.

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There are many achievements that children obtain during the day that are difficult to capture. Artwork can be placed up around the rooms but often construction creations are packed away at the end of the session. Photography is a way of capturing these important successes for children. Educators will take photographs of children's work/achievements throughout the day for display within the Centre and discussion with families and via the Educa Online System.

Photos can also be a great way to see how your child is progressing/developing during the year. Educators are also happy to take photos of your child over the first week of their enrolment at the Centre. This will enable you to see that your child is settling well and playing happily after you have left. These photos are available on request. This is a great way of sharing photos with grandparents and other family members. Unless advised otherwise by parents/guardian when their child is enrolled, the photographs may be used on the Centre's Educa's On-line system, Website and Facebook page to share with families and friends.

Students on placement at the Centre cannot photograph the children unless separate parent consent has been obtained from the family.

## Rest Times for Children.

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On enrolment, educators will consult with the family to find out the child's normal pattern for sleep and rest so that continuity can occur at the Centre. Educators will follow individual sleeping/rest patterns for babies and toddlers. Educators will sit with infants and toddlers to settle them for sleep. Sleeping times will be recorded on the Day Sheet - Information for Parents/Guardians.

Infants will be placed to sleep on their back, with feet at the end of the cot and no pillows, doonas or bumpers in the cot. If an infant is at risk of SIDS, the family can provide a specific sleep monitor (checked and tagged by an electrician) to be used at the Centre. (Our services follow SIDS and KIDS safe sleeping policy.)

Educators will set a quiet and comfortable atmosphere for children at rest/sleep time - quiet music, dim lighting, a favourite blanket or soft toy to help them settle into sleep within a temperature controlled environment. Cot rooms will be physically checked every five minutes by an educator and the times will be recorded on the Sleep Check Sheet.

Older children may choose to stay resting or move on to quiet activities such as books, puzzles, drawing, in an area slightly away from resting/sleeping children.

## Road, Stranger Danger and Personal Safety Programs

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At Tasmanian Childcare Centres we believe it is important to promote the importance of active alternative modes of transport such as walking and riding with a strong focus on road safety.

Police Officers are invited periodically to talk to children at the centre on safety issues and to be aware of their personal safety.

## Screen Time for Children

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At Tasmanian Child Care Centres we believe the changing nature of children's learning development in an educational setting requires providing children with the opportunity to gain technology awareness and base skills which will enhance their learning experiences from computer base programs.

Educational and learning computer based programs used by children will assist in the development of areas such as: creative-abilities, language and reading skills, numeracy, problem solving, making choices and experiences that show diversity.

Tasmanian Child Care Centres are guided by the National Physical Activity Recommendations for Children 0-5 Years (2012) in regard to use of screen time. These recommendations are that:

- For children younger than 2 years of age - should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).
- For children 2 to 5 years of age - sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.
- Infants, toddlers and pre-schoolers (all children birth to 5 years) should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.

## Physical Activity for Children

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Lenah Valley Childcare is committed to developing children's fundamental movement skills and creating positive physical activity experiences for children, in order to encourage participation in regular physical activity throughout life. Lenah Valley Childcare recognises the significant role of parents, families and the community in promoting children's physical activity and limiting children's sedentary and small screen recreation.

Lenah Valley Childcare aims to use a whole centre approach to promote physical activity and assist children to develop fundamental movement skills, while discouraging sedentary small screen recreation.

Lenah Valley Childcare and Early Learning Centre follow the recommendations of the National Physical Activity Recommendations for Children 0-5 Years (2012) which state that:

- For healthy development in infants (birth to one year) physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.
- Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.
- Infants, toddlers and pre-schoolers are not kept sedentary, restrained or inactive for more than one hour at a time, except when sleeping.

## Students.

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As we are a centre who embraces our community - visitors and students play an important part in our centre. They will still need to follow centre policies and procedures, dress codes and behaviour code when attending the centre. Management will ensure this information is given to the visitors and students. Visitors and students cannot be left alone with the children nor are they to administer medication. They also do not count as part of the Childcare Regulations ratios.

Educators will discuss their daily program with students allowing them the opportunity to learn from the centre practices and educators ideas. Educators should be available to share resource materials and programming ideas.

The centre supports involvement from the community including visitors sharing their time and talent and attempting to incorporate this into the daily program.

## Toileting & Toilet Training.

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Educators will consult with families about a child's readiness to commence toilet training. Educators will observe the child for signs of readiness that include a dry nappy for long periods of time, a growing awareness of the need to pass urine and imitating other children who are toileting.

Educators and families should have a relaxed, sensitive attitude to toilet training.

Families will be asked to supply 'pull up' nappy pants to encourage independence when toilet training has commenced. Educators will assist children to wash hands after toileting.

Older children will be encouraged to use the toilet as needed and follow hygiene practices of flushing the toilet and washing their hands. Educators will remain close by to supervise.

## Disclaimer.

Whilst every care has been taken in the preparation of this booklet, the Centre Operator, Tasmanian Child Care Centres Pty Ltd trading as Lenah Valley Childcare and Early Learning Centre and all employees thereof, accept no liability for any inaccuracy or omission. The information contained in this Parent Information Booklet is given in good faith. The Centre Owner reserves the right to make alterations to the information contained in this booklet from time to time when deemed appropriate.

Approved Provider/Centre Owner

## Links with Childcare & Local Services.

If you have any concerns about your child's health or development, please talk with our educators and follow up with your local health and family services:

<b>Name of Service</b>	<b>Address</b>	<b>Phone</b>
Childcare Support – Inclusion Support	229 Campbell St Hobart	6230 6840
Family Support (Health Centre)	Hobart	1800 608 122
Child Health Centre & Parenting Service (Brighton Community Health)	Hobart	1800 135 513
Parenting Centre- (Health and Human Services)	232 Newtown Road, Newtown	6233 2700
Dental- Child Services	Eddington Street, Bridgewater	6263 7777
Poison Information	(National)	131126
Good Beginnings	130 Springfield Ave West Moonah	6273 5405
Immunisation Registration	Medicare	1800 653 809

**Lenah Valley Childcare & Early Learning Centre Parent Handbook**

HCC Health & Immunisation	16 Elizabeth St Hobart	6238 2829
Lenah Valley Primary School	11 Creek Rd, Lenah Valley	6228 0311
MyGov	National	13 23 07
Centerlink	National	136 240

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