



2025 - 2026

Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care.

Quality Area 6: Collaborative Partnership with Families.

Updated – March 2025

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Parent Handbook

Quality Area 6 – Collaborative partnerships with families

WELCOME FAMILIES

Our Parent Handbook explains imperative information you will need to be responsive of whilst your child attends our service. We strongly recommend you read the provided information and ask questions to confirm your understanding of how the service operates.

* Please note upon enrolment if you have given false or misleading information regarding your child, child's needs, or family situation we have the right to cease care immediately.

We have an open-door policy. You and your family are welcome to visit our service at any time.

SERVICE PHILOSOPHY

At Bright Buds, children will have opportunity to interact in natural environments and take part in a variety of learning experiences to extend their interest and enhance their growth and development while being given encouragement to explore and investigate their surroundings with the aim of fostering positive engagement between our educators, staff, and your family.

We strongly believe in the importance of a strong educational program within the early years of childhood. We are not just a 'care' facility but focus on the direct and positive aspects of early education for children. We concentrate on traditional literacy and numeracy development, as well as the many other required life skills formed within early childhood, including logic and reasoning, problem solving, physical development, self-identity, and social and mental development. We regard ourselves as a 'pre-school', where the children receive the springboard to the start of their formal education at Primary School.

Booming Buds prides itself for the following:

- Providing a safe, well-supervised environment for children to play, learn and develop.
- Experienced and trained educators
- Interesting play and learning spaces that stimulate children's senses.
- Newly renovated shaded outdoor playground with bike track, slide and sandpit.
- Supporting children in developing a strong sense of self and their own identity as capable and competent individuals
- Provide educational and creative programs based on individual and group interests and observations.
- Enrich children's awareness of the environment and a sense of connection to the natural world around us.
- Provide a total learning environment where children are free to observe, question, experiment and explore.
- Promoting honest and open communication with our families, respecting their rights and opinions.

- Encourage family involvement and feedback into the development and delivery of our educational programs.
- Nutritionally balanced fresh hot meals prepared by our on-site chef.

SERVICE INFORMATION

Our Service caters for children aged 6 months to 6 years. We are open from 7.00am to 6.00pm Monday to Friday, (51 weeks of the year) and closed on ACT public holidays and three days between Christmas and New Year's.

We have 4 classrooms which are divided according to the different ages:

- **(6 weeks – 16 months)**

Nurturing responsive relationships is the primary focus for our nursery children.

Our room leader has completed Diploma and has experience and passion to work with babies. The room ratio is 1:4 and team leader is assisted by Cert 3 qualified educators.

- **Lily (16 months – 2 years)**

Your child's keen sense of discovery is supported through the creation of fun environments that ignite their curiosities. The room ratio is 1:4 lead by Diploma qualified educator assisted by Cert 3 educators.

- **Tulip (2–3 years)**

Your toddler will be encouraged to explore to build resilience, vital social skills, and independence in our purpose-built environments. The room ratio is 1:5 lead by Diploma qualified educator and assisted by Cert 3 educators.

- **Daffodil (3–5 years)**

Early Childhood Teacher develops a stimulating approach to learning by supporting the children with an educational program that is challenging, insightful, consultative, giving them a head start as they prepare for school. The room ratio is 1:11 lead by ECT and Diploma qualified educator.

Phone: 02 6111 62900

Mobile: 0426961143

Email: info@brightbuds.com.au

Website: www.brightbuds.com.au

Service Provider: Bright Bees Early Learning (Nicholls) Pty Ltd.

Service Director: Divya Mahajan

FEES AND ATTENDANCE

Our daily fee is \$158.00 per day for children, before CCS has been applied. If you wish to have an estimate of our out-of-pocket fees before enrolment begins, please email us with your CCS percentage and number of eligible hours. If you do not have a CCS percentage, please call the Family Assistance Office (FAO) on 13 61 50. On enrolment we will need your CRN for yourself and your child so we can confirm register attendance and ensure that you are receiving the maximum entitlement. We require all families to provide us with a CRN number for both parent and child, these are two individual numbers as well as correct d.o.b. We need this to be able to CCS Enroll your child into our service before care can commence. If you do not follow this process, you will be required to pay full fees by the due date on the statement.

Children must be signed in on their first day of attendance to receive Childcare Subsidy. Children must also be signed out on the last day of care otherwise childcare subsidy will be voided for that fortnight period and families will be charged full fee.

Fee is charged weekly by **Direct Debit only**.

- The center requires a minimum attendance of **2 days** per week.
- The center is open Monday to Friday, 7:00am to 6:00pm, 51 weeks per year.
- The center closes on public holidays and full fee is charged for the day.
- To enable children to take full advantage of the learning environment, it is suggested to arrive each day before 9:30am. This allows them to participate in planned intentional teaching experiences and follow the rhythm of their classroom.

Statements are sent each week on Monday. The statements show 5 weeks of care. 2 previous weeks, the current week, and 2 weeks in advance. You are required to pay the total amount owing **at the top of your statement**. On the payment page it highlights the date money will be direct debited from your account. Please note that if there are insufficient funds in your bank or incorrect bank details being used you will be charged fees through debit success. All families are required to pay weekly. If payments fail you will receive an email, and if we still do not receive payments, we will drop days off your booking until your account is paid in full. **To decrease the number of days or leave the service you must provide two weeks' written notice.**

CHILD CARE SUBSIDY (CCS)

The Child Care Subsidy is the main way the Government assists families with their childcare 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 childcare 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.

A family subsidy (Child Care subsidy) is available from the Family Assistance Office (FAO). The Family Assistance Office will assess parents' taxable income and a scale will be used to determine the amount of assistance each family will receive. For further details please speak to our accounts team or contact FAO on 13 6150.

Please be aware that at tax time you could owe money to us due to changes from Centrelink regarding your estimate or if you owe them money.

ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to **42 days per child per financial year**. Additional absences beyond 42 days for certain reasons may be approved and paid. Public holidays will be counted as an absence if the child would normally have attended the service on that weekday, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

REGULATORY AUTHORITIES

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our Territory.

SERVICE CLOSING TIME AND LATE FEES

Please be aware the centre closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm. A late fee of **\$35 per child for every 5 minutes** is incurred for children collected after 6.00pm and **will be added to your next account**. The late fee is strictly adhered to, as staff members are required to remain at the centre until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

CONFIDENTIALITY

We are committed to protecting your privacy. We support and are bound by privacy laws and strict confidentiality is always maintained. To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless, we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file. When you are attending the centre, we request that you adhere to our privacy policy and do not collect audio video footage without permission of educator and other parents.

SERVICE POLICIES AND PROCEDURES

You will find a copy of our service policies and procedures in the office and parents waiting area. We expect our staff and families to always adhere to our policies and procedures to ensure we maintain compliance and abiding by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances. We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

ENROLMENT INFORMATION

Prior to commencing at our service, you will be required to complete all enrolment documentation and pay the two weeks in advance.

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the nominated supervisor of any changes either using the "Family Lounge" or in person relating to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child. Please note that admission of your child is confirmed only after we receive the two weeks advance fee.

GOALS FOR YOUR CHILD AT OUR SERVICE

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

- Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning.

"Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning" (EYLF, p.9). We will create a range of short-term and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the EYLF and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators through personal conversation on Story park to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families; children's first and most influential educator.

EDUCATIONAL PROGRAM

We follow the Australia's national recognised framework, the Early Years Learning Framework (EYLF) as per our programming policy. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities, and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play, and this is supported by educators who are diligent in their responsiveness to each child. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment which challenges, supports and nurtures a child's development.

If we as educators have any areas of concern, we will inform you and advise where help may be pursued, for example seeing a speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. Educators are willing to discuss any aspect of learning and development with parents.

EARLY YEARS LEARNING FRAMEWORK

Fundamental to the EYLF is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture, and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

The EYLF Learning Outcomes within the EYLF are as follows:

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience, and agency.
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth.
- Children learn to interact in relation to others with care, empathy, and respect.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing.
- Children become strong in their physical learning and wellbeing.
- Children are aware of and develop strategies to support their own mental and physical health and personal safety.

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

PORTFOLIOS

Every child will have a personal, confidential portfolio comprising of the following

- Child's Profile
- Observations
- Summative Assessments highlighting objectives for further development.
- Child's creations and visual artworks through the year

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the service's program. This ensures that the program reflects the value of individuality of the child and is not used as a means of comparison between peers or stereotypes. The portfolio can be used in parent/educator meetings throughout the year and is always available for you to review at your convenience on Storypark.

PARENT PARTICIPATION

The service has an *"Open Door" Policy* that actively seeks and encourages families to be as involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from. Your involvement can be as formal or active depending on your availability. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, facebook, and pride ourselves on strong verbal communication daily. We seek input from families on all aspects of the service including your child's goals, observations, and program.

If, for any reason you question or do not understand any aspect of the service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Our policies are available at the foyer and on story park.

Family Skills, Interests and Talents

We welcome and encourage the involvement of all families at our service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities, and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however all contributions are appreciated.

We welcome all parents to the service to talk about their occupation or hobby (e.g., music, craft, cooking). Everything parents do could interest children, and these talks are the best educational resources you can provide for the service. We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

Your Home Culture

Your home culture is most welcome in our service, and we greatly appreciate families sharing their knowledge with us which can increase educators aware of home cultures and create a sense of belonging in the service. All aspects of your culture and traditions can be shared to assist us in enriching the lives of all our families and children.

Recyclable Items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues), paper, cardboard boxes, or any other child safe loose part items of interest and be brought in for children to engage with within experiences. Having children explore and engage with recyclable items supports them in developing understandings and sustainable and consideration to our environment.

Special Events

Our service organises special events throughout the year respecting diverse culture and the traditions of the children and educators. During the planning of these events, we encourage families to share their knowledge of this events and support educators in celebrating cultural appropriately and respectfully. Across the year the service invite families into the service, when possible, to join in celebrations and we strongly encourage families to attend these events to form a sense of belonging to the service community.

Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the service, please let us know. Throughout the year parents may be asked to provide feedback and we encourage all families to share their feedback during these times. If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns

COMMUNICATION

Everybody has a different communication style, and here at Bright Buds we pride ourselves of having strong face-to-face communication abilities. However, we understand that mornings and afternoons can be a little rushed and may not be best time to discuss your child's learning and development for every family. If this is the case, please let educators know and we can contact families through different methods or arrange formal meetings to discuss our child as needed. Throughout the day for any small messages our preferred method of communication is using "Storypark" however we have many other types of communication we use including phone calls, emails, and mid/end of year meetings as required. If your matter requires to be address within a timely matter, we recommended both emailing and calling through to the service. For any short-term absences notices we recommend sending a "Storypark" message to your children's classroom or an email through to the service. For extended periods of absences (any time over a week) we requested to you email through to the service.

SOCIAL MEDIA/ STORY PARK

We request that all stakeholders involved with the service are respectful. This includes respecting our educators, all children, other families. We kindly ask that when discussing concerns or thoughts on story park that you are mindful on the tone and content you provide and keep private conversations with educators or other parents in private messages.

COURT ORDERS

Parents must notify the Service if there are any court orders affecting residency of their children and a copy is required for the Service. Without a court order we cannot stop a parent collecting a child.

ARRIVAL AND DEPARTURE

For safety and security reasons **all children must be signed in on arrival and signed out on departure by an authorised person**. No child will be allowed to leave our service with a person who is not stated within the enrolment unless prior arrangements are made with the Nominated Supervisor in writing. We change our door code as required and this code should only be provided to authorised pick up and drop off persons.

PREPARING YOUR CHILD FOR ATTENDING CARE

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the service in the company of a family member during the service tour, and twice for orientations before they start care with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide educators with additional information about your child, and how we can best support their transition and settling period. While orientating the parent is requested to stay within the premises of the centre as the child is not in our rolls and remain contactable at all times. If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the service.

Communication between home and the service must be open and happen often to best support your child during this time. Sometimes the drop of experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos, and open communication.

SAYING GOODBYE

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This gains trust from the child, not only in you but in the educator, who is reassuring your child about their day and when you will return. Rest assured that we will ring you if your child is unsettled.

WHAT TO BRING TO THE SERVICE?

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Please ensure it is large enough to hold all their belongings and is clearly labelled. We request that parents not send anything valuable in the backpack and children should not wear any valuables. Please be aware we are an allergy awareness service, so please do not bring any food into the service, even in your child's backpack.

Clothing

It is helpful child if your child is dressed in non- restrictive, easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her. Unsuitable shoes are thongs, and we prefer that these are not worn to the service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts, and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves and no mid-drift tops. Jumpers without hoodies are highly encouraged as they can have choking hazards.

Spare clothes

Within your child's backpack you are required to provided spare clothes for our child. Every now and then accidents occur, and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day. Extra set of clothes are recommended daily, especially if a child is toilet training or has other known reasons for requiring multiple changes of clothes.

Water Bottles

Please bring a labelled water bottle every day for your child. This bottle will be taken home each day, and it is the family's responsibility to keep the bottle clean and hygienic.

Milk Bottles/Dummy (as required)

Please bring labelled bottles for all children that require a milk bottle. Dummies should be brought to the service in a labelled clean container. We do not sterilize the bottles or dummies in our centre, and request that all families take the bottles home to clean, sterilize, and wash. Formula and breast milk can be brought but requires to be labelled.

TOYS

The service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day. We also request that any toys belong to centre should be bought back to the centre if ever taken home.

SERVICE LIBRARY

The service has Library located within the foyer which allows families to borrow books. This supports children literacy development by encouraging families to read to their children in the home environment. Children can choose a book to take home and return back to the service once finished with it. The sense of responsibility of borrowing the book and returning it develops children independence and provides them a sense of belonging to Bright Buds.

BEHAVIOUR GUIDANCE

Educators follow a Behaviour Management Policy which extends across the whole service giving consistency of expectation in all rooms. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy, please ask educators.

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in

providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies.

Physical play provides children with the opportunity to:

- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development.

SUSTAINABILITY

Our service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our service and classroom programming. To empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun, and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

REST AND SLEEP

Rest and sleep routine varies according to individual needs. Each classroom has a set rest period throughout the day. Not all children require a sleep throughout the day, however they are provided with a quiet rest time to support their wellbeing. We aim to make rest time a relaxed, pleasant time for all children. We provide stretcher beds, cots, or foam beds for children and play soft relaxing music or stories in the background. Your child may wish to bring a comfort item to have at rest time. Within our service we respect the children's rights to know their own body needs, and, as such, we will not prevent a child for sleeping if they fall asleep. If families are concerned about their child sleeping through the day, please feel free to discuss your child's rest or sleep needs with educators, and a certain amount of time for sleeping may be settled on.

BIRTHDAYS

It is very exciting for a child to be having a birthday. Due to children's allergies and intolerance, no food prepared outside our service should be brought in by families. However, we do make special afternoon teas to celebrate our children special day. This allows all children to be included and stay healthy.

SUN SAFETY

Children will wear hats and appropriate clothing when outside in following our sun safety policy. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We ask that children come to the service with sunscreen already applied so they can participate in outdoor play immediately and not have to wait the 20 minutes after application. A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

Our service is an early childhood education centre, and we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care until they can be collected.

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

- A runny, green nose
- Diarrhoea
- Constant coughing
- Red, swollen or discharging eyes.
- Vomiting
- High temperature
- Rashes
- Irritability, unusually tired or lethargic
- Severe discomfort from teething

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

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

For further information regarding sick children within the service please see our Sick Child Policy or check with the Nominated Supervisor.

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

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

After having immunisation children should also not attend the service for 24-hours encase of reactions. Children can have reactions within this time & it is best to be at home with their parents. Because of this, we recommended booking in their immunisations on the afternoon of their last day of their attendance for the week, for example Friday afternoon, or early in the morning on a day they don't attend the service.

If your child has been away due to illness, please check with the service as to whether you will need a certificate before your child returns.

Please note, any fever requires a 24-hours exclusion for when the child last had the fever. Any vomiting or loose bowel within the service has a 48-hour exclusion period. Children should not return until 24-hours for last vomit or loose bowel motion.

INFECTIOUS DISEASES

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

Condition	Exclusion
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Hand, foot and mouth disease	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

IMMUNISATION

From 1 January 2016, only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Subsidy and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR). Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements. Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements. Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.

Please do not send your child to the service within 24 hours of having their immunisations. Children can have reactions within this time & it is best to be at home with their parents.

MEDICATION

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless the service is provided with written authorisation by a doctor. Medication can only be administered to a child by Educators from its original packaging with pharmacy instruction sticker. On arrival at the service families, must give medication to educators for safe storage and complete a medication authorisation form. **Under no circumstances should medication be left in children's bags.**

ALLERGIES OR ASTHMA

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The service has a procedure the staff follow to minimise allergic reactions. The service requires an Action Plan filled in by your doctor to assist in managing your child's needs. The Action Plan is to be updated every 6 months and uploaded to My Family portal.

ACCIDENTS

The nominated supervisor will contact parents immediately if a child is involved in a serious accident at the service. As a matter of extreme importance parents must ensure that the service has up to date emergency contact numbers. An incident report will be filled out for all accidents, injuries, and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

EMERGENCY DRILLS

The service will hold emergency drills every three months at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the service. An emergency escape plan is displayed in every room.

CHILDREN'S SAFETY

- Never leave children unattended in cars while collecting children from the Service.
- Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.
- Never leave a door or gate open.
- Never leave your children unattended in a room.

- Children are not permitted into the kitchen and laundry areas.

WORKPLACE HEALTH AND SAFETY

We welcome all feedback regarding the safety of our service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

EDUCATOR RATIO AND QUALIFICATIONS

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. Educators will hold First Aid qualifications and hold current Working with vulnerable people card (WWVP). Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development to enhance their skills. For further details on the qualifications of the Educators, please see our Nominated Supervisor.