



forest childcare

PARENT HANDBOOK 2020

Welcome to The Forest Childcare Centre!

...We look forward to getting to know you and your child!

We welcome you to The Forest Childcare and would like to include you in our tradition of caring for and educating Australia's families.

We invite you to be part of your child's education as we believe that the education and development of your child is a real partnership between staff and parents.

If you have any questions about your child's care, education or development, please do not hesitate to contact our friendly staff.

Our main aim at The Forest Childcare is to make your child's stay with us a happy and enjoyable one!

1.2 Hours and time of operation....

The Centre's licensed hours of operation are 6.30am to 6.30pm. Parents are asked to appreciate that preparation and evaluation times (before 6.30am and after 6.30pm) are extremely busy and valuable times for staff, which facilitate the provision of a quality service. Therefore, we request that you adhere to Centre opening and closing times, so that service quality is not compromised.

The Centre's programme operates for 50 weeks per year. We have a 2-week close down period over Christmas but are available for casual bookings.

Meet our staff....

1.3 Staff

The Forest Child Care Centre is staffed by a professional team with a range of qualifications and experience.

Approved Provider – Kay - Early Childhood Teacher

Nominated Supervisor – Neysa - Diploma Early Childhood

THE TADPOLE TEAM

Samantha - Early Childhood Teacher

Ari - Diploma Early Childhood

Aline - Working towards Certificate III

Emma - Diploma Early Childhood

THE KOOKABURRA TEAM

Millie - Working towards Diploma

Katrina - Early Childhood Teacher

Natasha - Diploma Early Childhood

Valerie - Working towards Bachelor in Early Childhood

Nita - Working towards Diploma

THE PLATYPUS TEAM

Cara – Early Childhood Teacher

Manisha – Diploma Early Childhood

Mary – Diploma Early Childhood

Wendy – Diploma Early Childhood

ADMINISTRATION- Rosie

CENTRE COOK- Nui

CENTRE MAINTENANCE -Dominic

CENTRE CASUAL STAFF

Ano

Basanti

Joanne

Jann

Sweety

Room Orientation

Signing-in & out

Please create a password in your Xplor account and then see the educators in the room to set up a password for your online account to sign your child in and out each day. It is important that you sign your children in and out each day so staff can account for all children in the case of an emergency.

Daily Sheet Chart

Daily sheet charts are displayed on the parent noticeboard and nappy change charts are located in the bathroom. Daily information will also be available on the app Kinderloop.

Lockers

Each child is allocated a locker. The lockers are provided for child's belongings like clothes, etc. From time to time you may find your child's artwork in the locker, these will be in the locker for you to take home.

Drink bottles

We ask that drink bottles be labelled with your child's name.

All bottles are to be labelled. It is suggested that the drink bottles go home for cleaning and sterilization every night.

Milk bottles (for the Tadpole room)

We ask that milk bottles and formula be labelled with your child's name and placed in the clean tub on top of the microwave, or in the fridge if already made up.

We ask that milk bottles and formula be labelled with your child's name and placed in the clean tub on top of the microwave, or in the fridge if already made up.

Hats

All children must have a hat, when playing outside. Please leave your child's hat in their bag, and we will replace it in their locker at the end of the day. Please label your child's hat.

Dummies

Dummies are to be placed in one of the supplied containers (labelled with your child's name) located on the shelf above the lockers.

Allergy charts

Allergy charts are kept in the room so all staff are aware of children's allergies and any food preferences or intolerances. It is important to keep your child's primary carer informed of any changes to these. Notification of allergies and food preferences/intolerances need to be made in writing via email, admin@forestchildcare.com.au

Medication

We only administer prescribed medications. Prescribed medicines are to be stored in the locked box in the kitchen fridge. It is very important to fill the medication form for the educator to be able to administer the medicine to the child. The educator will provide you with medication form to be filled.

Please be advised that non-prescribed medications (including Panadol and Nurofen) can only be administered with a doctor certificate. Panadol and Nurofen will not be administered for a high fever at the centre unless your child has a doctor's note that they have convulsions from fevers

Please do not add medication to your child's milk or water as other children have access to these.

The medication like nappy cream, teething gel, Vicks must be labelled with a chemist sticker on the box and bottle otherwise we are unable to administer the medication. Parents are notified to collect the child if the temperature reaches 38 degrees or above.

IMPORTANT NOTE

NO MEDICATION IS TO BE LEFT IN YOUR CHILD'S BAG OR LOCKER

Sun Smart

We practice applying SPF 50+ sunscreen to the children at least 20 minutes prior to going outside for a play. If you prefer to supply your own sunscreen, please discuss this with the educators and ensure that your child's sunscreen is clearly labelled with their name. The children are required to bring a hat each day for outside play and we encourage parents to dress their children in loose fitting clothing covering as much skin as possible.

Parents are advised to apply sunscreen to their child at arrival. Sunscreen station is setup at the front entrance.

Programmes & Portfolios

In providing quality care & education for young children, the individual needs and interests of each child are met through programmed experiences. Qualified educators are given a focus group of children to programme for and the experiences and practices that they implement are based upon Belonging, Being and Becoming; The Early Years Learning Framework for Australia.

A portfolio is kept for each child containing developmental records, photo anecdotes and work samples. These portfolios may be sent home periodically for parents and families to view and provide feedback to educators, otherwise they are free to view in the room.

Photos/Kinderloop

Photos of your child will be taken throughout the day and accessible on Kinderloop. Kinderloop is an app we use to inform you about your child's day. A daily diary will be written with photos from the day and your child's educators may also use this as a communication tool. Once your child is enrolled, we will set their details up on Kinderloop and then you will download the app or access Kinderloop via a web browser (compatible with smart phones and a computer) and you will receive an invite via email from Kinderloop and you will follow the prompts to set up an account.

Play is messy

We provide the children with the opportunity to freely explore sensory and creative experiences and often these are very messy for both educators and children. For this reason, we ask that you send your children in clothes that they can get messy in and supply spare clothing for your child daily. It is important to ensure that you check your child's bag for clothing that is dirty or wet each night.

SORRY
about the
MESS
but we are
LEARNING
here.

Illness

- Please keep unwell child at home for the wellbeing of your child, other children and the educators.
- According to the centre policy the child will be sent home if he /she was treated with any medication to control the fever before his/her arrival to the centre.
- An unwell child is not fit to participate in the daily curriculum.
- An unwell child cannot get the required one-on-one attention at the Early childhood centre.
- If your child vomits or has two or more diarrhoea nappies, they are unable to return to care for 24 hours and must have a doctor's clearance letter.
- Panadol and Nurofen will not be administered to your child while at the centre unless they have a known record of seizures during high temperatures. We do not keep Panadol or Nurofen on the premises.
- All medication to be administered must be supplied to staff in its original packaging, doctors/chemist label and with the doctor's name and child's name.

Tadpoles Room



5/10 Rodborough Road, Frenchs Forest, NSW – 2086

(02) 9975 7317

Welcome to the Tadpoles Room

We are delighted to have you and your child with us and we look forward to making beautiful early childhood memories together with our little friends.

The Tadpoles Room caters for children aged 6 weeks to 2.5 years. We try and stick to your child's routine from home as best we can in the Tadpoles room to ensure continuity for the child.

The Tadpole staff work towards building a partnership with parents based on trust and respect, while providing children with a sense of security when exploring their environment. As your child develops, the program will reflect their developmental abilities.

Fostering Young Children's Development

Infants and toddlers thrive in places where they feel secure, are able to express their eagerness to learn and can build on their capabilities. They rely on adults for guidance and nurturance as they learn.

When children receive care in a relationship that consistently meets their emotional and physical needs, that relationship becomes a base for exploration and discovery.

In providing quality care & education for young children, the individual needs and interests of each child are met through programmed and spontaneous experiences to ensure that a child's time in care is stimulating and enjoyable.

Our programme takes into account the whole child being responsive to children's interests, abilities, personality, strengths, culture, style of learning and rate of development through a play-based learning approach that encourages exploring, investigating, thinking and problem-solving in a social, safe and secure environment.

We adjust the experiences as we see children's interests evolve and encourage participation to extend their play and learning.

The weekly programme can be found on the programme notice board in our room and on Kinderloop. Please feel free to let staff know how we can support your child within the programme.

The routine provides learning opportunities for the children and set the stage for learning by providing developmentally appropriate, safe, inclusive, and engaging learning environments, based on observation and study of the children's learning and development.

Interactions between teachers and children are characterized by support, scaffolding, positive reinforcement and encouragement to help children develop independence, a positive self-image and self-confidence.

Each child has an individual portfolio which includes photos of the child playing, interacting and learning, samples of child's work, developmental records, songs, stories or special activities that the child enjoys at the centre. Feel free to speak to a staff member to view your child's portfolio and we can arrange for a time for you to enjoy a collection of your child's learning experiences, artwork and pictures.

What to bring each day...

- Nappies – the centre provides nappies, however if you would like us to use your own nappies, please provide at least 5 nappies a day.
- Plenty of sets of spare clothing, weather appropriate
- Dummy or comforter
- Clean water bottle
- Milk bottles & formula
- Hat
- Sunscreen (Please only supply the sunscreen if your child uses a special one. Sunscreen is supplied by the centre)
- Nappy Rash Cream

Please label all of your child's belongings.

Tadpoles Flexible Daily Routine

6:30 – 8:00	Arrival, Family grouping / Breakfast in the Tadpoles
8.00	Children's choice
8.30	Nappies / Indoor & Outdoor play
9.00	Morning Tea
9.30	Planned Curriculum Activities
10.30	Nappies / Children's Choice
10.50	Group Time / Music & Movement
11.00	Lunch
11.30	Nappies / Quiet activities
12.30	Sleep time/ rest time / Quiet activities
2.00	Planned Curriculum Activities
2.30	Nappies / Planned Curriculum Activities
2.50	Group Time / Music & Movement
3.00	Afternoon Tea
3.30	Indoor & Outdoor play
4.30	Nappies / Indoor & Outdoor play
5.00	Late Snack
5.30	Close up Tadpoles room & move to Kookaburra room
6.30	Centre closes

Your Child's Routine

Child's name: _____ DOB: _____

Parents names: _____

Parents contact: _____

Siblings and ages: _____

Language/s spoken at home: _____

Cultural Background: _____

Indigenous or Torres Strait Islander: _____

Days child will be attending (please circle)

Monday Tuesday Wednesday Thursday Friday

Special Sleep time instructions: _____

Does your child take following to sleep (Please tick):

Dummy- _____ Comforter - _____ Patting _____ Rocking _____

Please note we do not practice feeding bottles to children in their cots.

Does your child has any of the following special requirement:

Allergies: _____

Dietary requirements: _____

Special needs: _____

Type of milk your child drink (cow, soya etc.): _____

Time	Child's Daily Routine at Home
7.00	
7:30	
8.00	
8:30	
9.00	
9:30	
10.00	
10:30	

11.00	
11:30	
12.00	
12:30	
1.00	
1:30	
2.00	
2:30	
3.00	
3:30	
4.00	
4:30	
5.00	
5:30	
6.00	
6:30	

Knowing your Child

At Forest Childcare we have emergent curriculum which is based on child's interest, child's changing needs, parents and community interest. We plan for children on an individual basis at Forest Childcare. The following information will guide us in planning a curriculum for your child.

I would describe my child as

Activities my child is most interested or involved in

What do you feel your child's strengths are

What would you like your child to continue develop in

What religious or cultural practices do you follow

One important thing for us to know about your child

Additional information:

We are looking forward to caring for your child and welcome the family into the centre. If you have any suggestions that you would like to put forward, please feel free to approach the Tadpoles staff.



Kookaburras Room



Welcome Pack 2020

5/10 Rodborough Road, Frenchs Forest, NSW – 2086

(02) 9975 7317

Welcome to the Kookaburras Room

We are delighted to have you and your child with us and we look forward to making beautiful early childhood memories together with our little friends.

The Kookaburras Room caters for children aged 2 years to 3.5 years and the room has 2 primary care groups for the purposes of development and routine.

The Kookaburra staff work towards building a partnership with parents based on trust and respect, while providing children with a sense of security when exploring their environment. Your child will stay in their group with their primary carer all year, however this may change depending on their developmental needs. Their primary carer will plan their curriculum for your child's abilities and age. As your child develops, the programme will reflect their developmental abilities.

Fostering Young Children's Development

Toddlers thrive in places where they feel secure, are able to express their eagerness to learn and can build on their capabilities. They rely on adults for guidance and nurturance as they learn.

When children receive care in a relationship that consistently meets their emotional and physical needs, that relationship becomes a base for exploration and discovery.

In providing quality care & education for young children, the individual needs and interests of each child are met through programmed and spontaneous experiences to ensure that a child's time in care is stimulating and enjoyable.

Our programme takes into account the whole child being responsive to children's interests, abilities, personality, strengths, culture, and style of learning and rate of development through a play-based learning approach that encourages exploring, investigating, thinking and problem-solving in a social, safe and secure environment.

We adjust the experiences as we see children's interests evolve and encourage participation to extend their play and learning.

The fortnightly programme can be found on the main bench. Please feel free to let staff know how we can support your child within the programme.

The routine provides learning opportunities for the children and set the stage for learning by providing developmentally appropriate, safe, inclusive, and engaging learning environments, based on observation and study of the children's learning and development.

Interactions between teachers and children are characterized by support, scaffolding, positive reinforcement and encouragement to help children develop independence, a positive self-image and self-confidence.

Each child has an individual portfolio which includes photos of the child playing, interacting and learning, samples of child's work, developmental records, songs, stories or special activities that the child enjoys at the centre. Feel free to speak to a staff member to view your child's portfolio and we can arrange for a time for you to enjoy a collection of your child's learning experiences, artwork and pictures.

What to bring each day...

- Nappies – the centre provides nappies, however if you would like us to use your own nappies, please provide at least 5 nappies a day.
- Labelled Nappy rash cream
- Three sets of spare clothing, weather appropriate and lots of spare pants and underwear if they are toilet training.
- Dummy or comforter
- 1 cot sheet & 1 blanket (labelled)
- Clean water bottle (labelled)
- Hat (labelled)
- Own Sunscreen if they have sensitive skin.

Please label all of your child's belongings.

Flexible Daily Routine

6:30 – 7:30	Arrival, Family grouping / Breakfast in the Tadpoles
8.00	Children's choice
8.30	Nappies / Indoor play - Outdoor play
8.50	Group Time / Acknowledgement to country / Greet one another
9.00	Morning Tea
9.30	Planned Curriculum Activities
10.30	Nappies / Children's Choice
10.50	Group Time / Music & Movement
11.30	Lunch
12.00	Nappies / Quiet activities
12.30	Rest / Sleep time
2.30	Nappies / Quiet activities
2.50	Group Time / Music & Movement
3.00	Afternoon Tea
3.30	Outdoor play
4.30	Nappies / Indoor & Outdoor play
5.00	Games or story / Late Snack
5.30	Family grouping in Kookaburra room
6.30	Centre closes

Your Child's Routine

Child's name: _____ DOB: _____

Parents names: _____

Parents contact: _____

Siblings and ages: _____

Language/s spoken at home: _____

Cultural Background: _____

Indigenous or Torres Strait Islander: _____

Days child will be attending (please circle)

Monday Tuesday Wednesday Thursday Friday

Special Sleep time instructions: _____

Does your child take following to sleep (Please tick):

Dummy- _____ Comforter - _____ Patting _____ Rocking _____

Please note we do not practice feeding bottles to children in their cots.

Does your child has any of the following special requirement:

Allergies: _____

Dietary requirements: _____

Special needs: _____

Type of milk your child drink (cows milk, rice milk etc.): _____

Time	Child's Daily Routine at Home
7.00	
7:30	
8.00	
8:30	
9.00	
9:30	
10.00	
10:30	

11.00	
11:30	
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2.00	
2:30	
3.00	
3:30	
4.00	
4:30	
5.00	
5:30	
6.00	
6:30	

Knowing your Child

At Forest Childcare we have emergent curriculum which is based on child's interest, child's changing needs, parents and community interest. We plan for children on an individual basis at Forest Childcare. The following information will guide us in planning a curriculum for your child.

I would describe my child as

Activities my child is most interested or involved in

What do you feel your child's strengths are

What would you like your child to continue develop in

What religious or cultural practices do you follow

One important thing for us to know about your child

Additional information:

We are looking forward to caring for your child and welcome the family into the centre. If you have any suggestions that you would like to put forward, please feel free to approach the Kookaburra staff.





Welcome Pack

Platypus

5/10 Rodborough Road, Frenchs Forest, NSW – 2086

(02) 9975 7317

Welcome to the Platypus Room

Dear Platypus Parents & Families,

Welcome to the Platypus preschool class. We are delighted that your child is part of our preschool family! We look forward to getting to know each child as we grow together this year. Our class will provide each child with a safe and loving learning environment. Each day will be filled with fun and exciting adventures to help your child develop academically and socially. The class will be learning and exploring many concepts and themes throughout the year, and we are excited to begin our journey together.

We look forward to this next milestone in your child's early education and hope to make this an exciting and enjoyable time for both you and your child.

If you have any queries or concerns, please feel free to speak to our staff.

Kind regards

The Platypus Staff

Hours of Operation Monday – Friday 6:30– 6:30pm

Preschool Programme Monday – Friday 9:00am – 3:30pm

The centre is closed for public holidays (no fee applies for public holidays)



The Platypus Room.....

Following is some information that will help make the transition process as smooth as possible. Included is our philosophy and information to orientate you and your family in the Platypus Room.

Our Philosophy of Early Childhood Education

The Platypus teaching team support a preschool program which is largely based on a child centred foundation. The children learn through activities they initiate from the expression of their interests and continued curiosity of the world around them. We believe that as resourceful and competent learners, children are capable of guiding their own learning. Through fostering the children's motivation, curiosity, interests, self-esteem and excitement in learning, we believe children have a safe foundation on which to explore, feel appropriately challenged and take risks.

Programmes & Portfolios

In providing quality care & education for young children, the individual needs and interests of each child are met through programmed and spontaneous experiences. The learning experiences explored in our weekly programme are based on interests expressed either by a small or large group of children. The programme also looks to promote learning experiences linked to the fundamental needs and understanding of preschool children, such as learning about the environment, health and safety issues, emergent numeracy and literacy skills, and developing social skills.

All our weekly programming can be found posted on the wall or on Kinderloop. Please feel free to let the staff know how we can support your child within the programme.

A portfolio is kept for each child containing developmental records, photo anecdotes and work samples. These portfolios may be sent home periodically for parents and families to view and provide feedback to staff.

Additional programmes we provide:

- **Music and movement with Cheryl**
- **Science on a Wednesday afternoon**
- **Mandarin classes on a Tuesday and Thursday**
- **Regular excursions**



Birthdays

Families are more than welcome to celebrate their child's birthday by bringing in special treats for your child to share with their friends. However, we do ask you to remember that there may be a number of children with allergies and food intolerances, so it is of great importance that staff are provided with a copy of the ingredients of any treats you may bring in.

We ask that children **do not bring any 'home toys'** to kindy as they are often a cause for distraction and disruption throughout the day.

Flexible Daily Routine

6:30 – 7:30	Arrival, Family grouping / Breakfast in the Tadpoles
7.30- 8.00	Children's choice / greet and settle the children
8.30	Indoor play - Outdoor play / Yoga experience
9.00 – 9.45	Progressive morning tea
9.45	Self select activities
10.30	Planned Curriculum Activities / Table activities / Art & Craft
11.00	Group Time / Music & Movement / Literacy / Numeracy / Gross motor
12.00	Lunch time
12.30	Children's choice
1.00 – 1.30	Rest time / Meditation
1.30 – 2.30	Table activities / Self selected activities
3.00 – 3.30	Progressive Afternoon Tea
3.30	Outdoor play
4.45	Begin packing away
5.00	Games or story / Late Snack
5.30	Family grouping in Kookaburra room



forest childcare

Critical Policies Package

Centre Management
National Quality Framework
Philosophy

Quality Area 1: Educational Program & Practice

The Program
Portfolios & Documentation
Special Programs

Quality Area 2: Children's Health & Safety

Medication
Child Health
Food, Nutrition and Beverages

Quality Area 7: Leadership & Service Management

Fees

Enrolment and Orientation



CENTRE MANAGEMENT

The Forest Childcare is a privately owned Centre and licensed by the Department of Education and Community Services. The Forest Childcare provides long day care and education for children 0 to 6 years. The Management believes that each child is special, unique and has a sense of vulnerability which needs to be nurtured. We believe that all children require and deserve to be cared for and educated in an environment which is warm and welcoming, yet provides a stimulating creative climate which will nurture their special individual interests, skills and capabilities that the children and their families bring to the Centre. The Management believes that childcare is an essential requirement for working families, fostering community ties and meeting the emotional, educational and social needs of young children. Only quality childcare can meet these requirements. The Management believes that quality care and education means:

- Having close consultation with parents, families, carers and the local community
- Educators who are qualified, experienced and sensitive to each child's needs
- Developmental learning programs designed to suit individual interests, needs and skills of each child
- Appropriately designed buildings and play spaces to effectively facilitate children's play and learning
- Ongoing self-assessment and quality improvement processes evaluating all Quality Areas in conjunction with educators, families and the community
- Annual performance reviews of all educators and coordinators
- Regular in-servicing and evaluation of staff
- Periodic assessment of management procedures
- Promoting diversity within our Centre community by advocating for all cultural backgrounds, a range of family structures and providing integrated inclusive practices for children with additional needs

The Management supports the principal of the National Quality Framework and Quality Improvement Plan to ensure the maintenance of a quality service to the families and children in our care.

If at any time you have comments, suggestions or ideas you wish to contribute to the programme in the Centre, please do not hesitate to put these in writing for consideration, as we value family input in to our children's learning.

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
QA5	5.2.3	The dignity and the rights of every child are maintained at all times
QA7	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
	7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
	7.2.3	An effective self-assessment and quality improvement process is in place

National Regulations

Regs	73	Educational program
	76	Information about educational program to be given to parents
	103-110	Physical environment
	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF

LO1- LO5		All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Source

- [Belonging, Being, Becoming – the Early Years Learning Framework for Australia](#)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard, October 201](#)



NATIONAL QUALITY FRAMEWORK

Aim

Our Service participates in the National Quality Framework (NQF). The Service aim is to provide the highest quality education and care available across all areas.

Implementation

Our Service participates in and values the National Quality Framework (NQF), including the national “Quality Standard (NQS), Belonging, Being & Becoming – The Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children’s Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service’s self evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to complete and submit a comprehensive QIP every twelve months.

The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA. Educations will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates via email including in newsletters about the Service’s current stage in the process.

The Seven Standards under the NQS are:

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The Ratings are as follows:

- Excellent
- Exceeding National Quality Standard

- Meeting National Quality Standard
- Working Toward National Quality Standard
- Significant improvement required

We will access regular updates on the ACECQA website – www.acecqa.gov.au

Source

- [Belonging, Being, Becoming – the Early Years Learning Framework for Australia](#)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard, October 2011](#)



PHILOSOPHY

At the Forest Childcare we offer a comprehensive integrated service where care, education, health, safety and nutrition programmes seek to foster children’s development and provide support for families and all who care for and are involved with young children. All children enrolled at the Forest Childcare will have access to the services available and the integration of children with additional needs will be supported.

“From birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly through families who are the children’s first and most influential educators.” (EYLF p.7) We believe that the early childhood educators are an extension of this family. Our vision for children’s learning is to create a home-like warm environment which in turn creates an effective learning environment. Therefore our early childhood educators aim to create a space where the child’s home and familial context is reflected on a daily basis.

We believe that children learn best when they feel a sense of Belonging which is facilitated in the way we form connections and bonds with children, families and the wider community, encouraging involvement at all levels.

Our early childhood educators foster the child’s sense of Being through enabling their play and allowing children time to explore, investigate, and meet and overcome challenges. The children are able to be present in the here and now and be active participants in their own learning.

Through relationships, play and the knowledge the children gain from these important experiences, children’s capacities and understanding develop to better cope with future challenges and changes. In turn facilitating a sense of Becoming where children are encouraged to develop skills for success in future education and life.

Mission Statement

In relation to the child:

- We provide a warm, safe, caring, stimulating child directed environment that meets the unique individual developmental needs of the child.
- We recognise that the quality of early relationships, experiences and environment strongly influence children.
- We believe that each child comes to the Centre with a unique set of experiences, culture, knowledge and interests which drives our learning program.
- We acknowledge that children are active competent learners who make sense of their environments through play by investigating, exploring and hypothesising.

In relation to families:

- We actively seek, support and encourage the interest and involvement of families.
- We seek to build on the child’s home experiences by acknowledging and embracing family cultural background.

- We endeavour to support meaningful relationships between the families and educators.
- We encourage families to meet and discuss their child’s interests and development on an ongoing basis.

In relation to educators:

- We value the educator’s unique experiences, culture and qualities and encourage them to share these with their colleagues, children and families.
- We encourage educators to be a resource and guide for children’s learning by organising environments that are rich in possibilities and provocations.

In relation to the community:

- We provide an avenue of communication between families and the wider community in relation to gaining information about Early Education and Care.
- We believe that the local community is rich with learning opportunities for the children, families and educators.
- We utilise and incorporate various community organisations and facilities when appropriate and links to our programme.

“In their early years, children need multiple ways to build a solid identity and connections with those around them – their families, peers, role models, culture and community, and the natural world. Children bring a powerful drive to learn and understand what’s around them. They learn best when offered interesting materials, ample time, and opportunity to investigate, transform and invent.”

(Designs for Living and Learning: Transforming Early Childhood Environments – by Deb Curtis and Maggie Carter, 2003)

NQS

QA1	1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
	1.1.5	Every child is supported to participate in the program
	1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world
	1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning
QA5	5.2.3	The dignity and the rights of every child are maintained at all times
QA7	7.2.1	A statement of philosophy is developed and guides all aspects of the services operation

National Regulations

Regs	55-56	Quality Improvement Plans
	73	Educational program
	76	Information about educational program to be given to parents
	113	Outdoor space – natural environment
	114	Outdoor space – shade

EYLF

LO1-LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Source

- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [Designs for Living and Learning: Transforming Early Childhood Environments](#) – (Deb Curtis & Margie Carter, 2003)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard, October 2011](#)



THE PROGRAMME

Rationale

Educators aim to create a positive learning environment and guide experiences for each child in conjunction with their family. The Centre runs an Emergent Curriculum and Teacher directed program based on key learning areas where children and educators are encouraged to interact and follow interests. For this effective program to work, educators must also consider and plan for the needs of individual children enrolled at the Centre each day. Thought must be given to the age, developmental stage, number and personalities of all the children and the timetable of activities and routine events in the day. The Program fosters the development of the whole child, that is, the social, emotional, thinking, creative, physical and communicating child.

Goals

- To encourage children to play cooperatively with one child initially and eventually in a larger group
- To encourage children to verbalise their needs, desires, and their knowledge
- To encourage children to think, to problem solve, to question, to explain their thoughts, ideas and conceptual knowledge
- To encourage children to exercise and use their bodies physically by climbing, walking, running, jumping, bouncing and cycling etc.
- To encourage children to express their anger, frustration, joy and happiness in socially acceptable ways

Implementation

Our Educational Leader is Kay Doyle, Bachelor of Education (Early Childhood Education). The role of the Educational Leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Our Service is committed to the Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF) for children birth to five years. Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to view however remains the property of the Service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework

The education and care of children enrolled at the Forest Childcare is the focal point of the Centre's operation.

The EYLF is a foundation which guides the development of all learning experiences and advocates the collaboration between the child, centre, family and community.

The educators at the Forest Childcare program emergent and interest based experiences that foster the development of the whole child. The program is based on five main outcomes that are outlined in *Belonging, Being and Becoming – The Early Years Learning Framework for Australia*. These are:

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

These Outcomes are indicated on the Program, which is developed on a weekly basis whilst also embracing spontaneous teachable moments. Our program aims to reflect the child's stage of development and facilitate their sense of belonging, sense of identity whilst ensuring that all children experience learning that is engaging and builds success for life.

We believe that within a safe and nurturing environment the young child needs interesting and stimulating activities that provide a challenge to natural curiosity, excite creativity and instil a genuine love for learning.

A Vision for Children's Learning

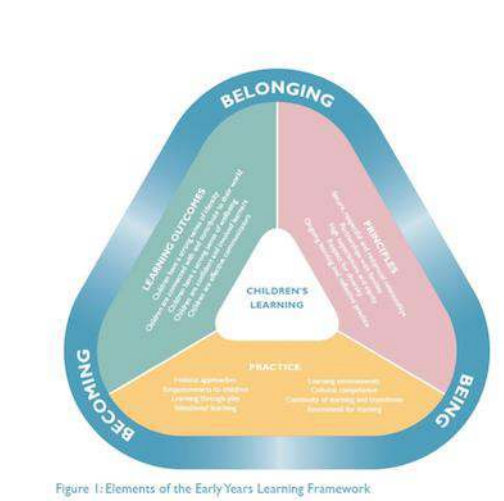


Figure 1: Elements of the Early Years Learning Framework

Strategies

Educators recognise that:

Learning and Development – is guided by a sequence of learning, development and understanding of individual variations of competencies between children.

Individual Uniqueness – observations and documentation about learning, development, interests and needs are necessary in planning an appropriate learning environment for each child and for the group.

Social and Cultural Diversity – an understanding of Australia's Aboriginal and Torres Strait Islander and multicultural heritage, knowledge of the social and cultural backgrounds of each child and respect for the culture and language of their families is required when planning for a group of children.

Programme Considerations

- Rooms – organisation, use by educators/staff, unique features, physical conditions, aesthetics
- Equipment and learning materials – relevance, quantity, availability, accessibility, equity, diversity
- Planning methods – source of experience, emergent/spontaneous, teacher directed, family input
- Children's routines – sleeping, feeding, toileting
- Balance of activity – individual, small group, indoor, outdoor, quiet, vigorous
- Planned experiences – quantity, quality, timing, physical resources, educators
- Spontaneous experiences – frequency, ease of incorporating, follow up experiences
- Transitions – frequency, procedure
- Arrival and departure time of the children
- Weather and seasonal variations

The programme content is shaped by:

- The children's interests, strengths, needs and their special competencies

- Collaboration with children and families to provide relevant learning experience for each child
- Experiences and materials which reflect cultural diversity and avoid bias
- Children's interests both within and outside of the Centre
- Families and resource people involvement in the programme planning experiences for children with additional needs
- Development in the physical, social, emotional, linguistic and cognitive areas through learning experiences involving music, visual arts, movement, language, literature, drama, mathematics, technology, science, health, safety, the natural environment, equity and cultures
- Skills and behaviours such as a sense of belonging, creativity, curiosity, independence, self-help skills, decision-making and negotiation
- Allowing time for children to do things for themselves and have moments of solitude
- Our environment which provides scope for children to leave the main play areas and activities and return to their play at a later time
- Learning areas which are set up both inside and outside with materials always available and experiences which span many aspects of learning
- Adequate resources provided for all children
- The physical environment which is adapted as needed
- Responding to babies/infants individual needs and routines
- Individual and group play settings
- Minimum restrictions and waiting periods for activities
- Strategies to foster children's learning, including wondering, exploring, testing, predicting, problem-solving, seeking out information and negotiating
- Routine procedures as occasions for conversation and learning self-help skills and independence

The programme is linked to the Centre's Philosophy and broad goals, as well as each child's developmental record. It is monitored by efficient record keeping and regular evaluation. The Programme provides sufficient predictability to give children a sense of security, while allowing for considerable flexibility for adjustments such as the weather, visitors, attendance patterns, special events/occasions, family input and children's interests.

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	1.1.4	The documentation about each child's program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program
	118	Educational Leader

EYLF

LO1-LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [National Quality Standard, October 2011](#)
- [ECEC Management](#)



PORTFOLIOS & DOCUMENTATION

Rationale

“A developmental portfolio should be more than a random collection of all the products a child happens to make. Ideally it is the outcome of a process in which teacher, child and parent are all involved in contributing to, selecting, and viewing its contents for the purpose of documenting both developmental milestones and this child’s unique way of representing his or her experiences”.

“An important task for the teacher of young children is taking notes and making other representations of children’s spontaneous activity. In the role of scribe the teacher becomes its keeper of memories... documentation of what happens in a school setting provides teachers, parents and children with a storehouse of memories from which to research, plan and understand. Through documentation the often missed words and actions of young children are captured and made visible, and in doing so families and the community are invited into a relationship of reciprocity with the centre”. (Jones & Nimmo, 1994)

Goals

- To create a memory of what the child enjoyed throughout their year
- To give children and families an opportunity to be part of the documentation process

Strategies

- Portfolios will be available for both families and children to view and contribute to during daily learning activities as well as more formal times such as Parent/Teacher conferences
- Parents will be invited to contribute both written and pictorial pieces to their child’s portfolio and learning program through avenues such as Family Input forms and My Weekend Forms etc.
- Children will have the opportunity to select items they would like displayed in their portfolio
- Children will have the opportunity to read, reflect and revisit the experiences they have been involved in

NQS

QA1	1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.4	The documentation about each child’s program and progress is available to families.

National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program

EYLF

LO1- LO5		All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Source

- Digital Documentation, Kim Walters (2004)
- Jones, E. & Nimmo, J. (1994). *Emergent Curriculum*. National Association for the Education of Young Children, Washington.
- Education and Care Services National Regulations 2011
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- National Quality Standard, October 2011



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SPECIAL PROGRAMMES

Rationale

Children come to the child care environment with a broad range of interests, skills and ideas. In order to facilitate the learning of each individual in as many contexts and experiences as possible, the Centre should provide additional programmes supported by parents and perhaps offered by outside specialists to maximise each child's potential.

Strategies

The following special programmes will be provided:

- **Gross Motor**

The Fundamental Movement Skills program is run by the educators at the Forest Childcare who have had in-service training to carry out gross motor programmes. The sessions are completed daily Forest Childcare educators. These sessions target specific gross motor skills and fundamental movement skills. They lead the children through various developmentally appropriate experiences that both encourage and challenge children's gross motor skills.

- **Bonkers Beat Music & Wellbeing Programme**

The Centre implements the Bonkers Beat Music and Wellbeing Practices. The programme integrates singing, dancing, the playing of percussion instruments and yoga and wellbeing. More information is available.

- **Incursions**

The Centre plans visits from various performers and presenters that support and extend the children's learning. These range from mobile farms, story-tellers, dancers, pantomimes, cultural presentations etc.

- **Excursions**

The Centre plans excursions for children aged over 3 years of age. These are planned when special events arise in the community, are based around the children's interests and learning program, and to use community resources to facilitate the children's learning.

- **Passion Performing Arts Academy**

Cheryl is a qualified dance instructor who comes to the Centre to teach the children music and movement. Passion Performing Arts encourage freedom and creativity by incorporating music, dance and drama in an environment where children can actively learn in a fun and exciting way. The children are encouraged to communicate in an expressive way and builds confidence, strength, fitness, flexibility, rhythm and self-expression.

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
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National Regulations

Regs	73	Educational programs
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EYLF

LO1- LO5		All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Source

- Early Childhood Education Centre Pty Ltd



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MEDICATION

Rationale

There are clear guidelines regarding the administering of medication by educators. Parents and educators must be informed about appropriate procedures in giving medication to children.

Goals

- To ensure that parents are informed about the types of medication which educators may give to children
- To ensure parents understand the specific requirements and documentation which is necessary for educators to administer medication.
- To provide the appropriate documentation and support for educators to administer medication as authorised by medical practitioners in conjunction with parents' wishes.

Strategies & Practices

1. Educators may only administer medication which has been prescribed by a medical practitioner. The only non-prescription medications that can be administered; Nappy rash cream, Savlon cream and Insect repellent will only be given after a Parental permission slip has been received by the Centre.
2. No medication will be given without the written consent of the parent or Guardian and as prescribed by a medical practitioner.
3. Parents must complete and sign the medication sheet. Full details of the dosage and time of administration must be recorded.
4. Designated educators must check the medication sheet and administer relevant medication daily. All medication administered is witnessed and signed off by a second staff member.
5. If a parent cannot be contacted in a medical emergency, the child's doctor or other medical assistance will be sought. (i.e., Ambulance, Doctor)
6. Medication prescribed for someone other than the stated child will not be given. All medication must be current and marked clearly with the child's name.
7. Only medication in the original container, with original labels and instructions will be given. No out of date medication will be given.
8. No medication will be left in the child's bag. All medication must be handed to educators for storage in the fridge or locked medication cupboard, or placed in the fridge directly by parents. Medications will be locked into the lockable first aid kit in each room or stored in the kitchen fridge which is not accessible to children.
9. Parents will be contacted immediately if incorrect medication is given or if a dose of medication is missed. If parents cannot be contacted, the child's Doctor will be notified.
10. If educators are concerned that a child is being given unnecessary medicine, prescription or non-prescription, educators must inform the Authorised Supervisor, who will ask the parent for a letter of approval from the Child's Doctor.
11. Herbal medications will be administered only if they are accompanied by a letter from a person qualified to prescribe such medications stating the reasons for the administration of the medication. An updated letter is required every four months if educators are to continue giving the medication. A medication authority form supplied by the Centre must be filled out daily by parents.
12. **Children must have a 24 hour dosage of their prescribed medication before returning to the Centre.**
13. **On return to the Centre after an identified excludable disease, parents will present a Doctors Clearance certificate.**

NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	95	Procedure for administration of medication
	96	Self-administration of medication
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

EYLF

LO3	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
Educators model and reinforce health, nutrition and personal hygiene practices with children.	

Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [National Quality Standard, October 2011](#)
- [Work Health and Safety Act 2011](#)



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CHILD HEALTH

Rationale

Daily health and hygiene procedures must be clearly articulated and consistently followed for educators and children to work and play safely within the Centre environment. Children and educators should be protected from infectious diseases by the practice of good hygiene and by careful monitoring of children's general health and well being.

Goals

- To reduce the spread of infectious disease by educating children, staff and parents.
- To promote and develop consistent methods of reducing the spread of infectious disease by routine hand washing and cleaning.
- To develop hygienic routines of nappy change and toileting.
- To establish safe methods of storing and handling food.
- To provide guidelines for regular cleaning of all Centre equipment and toys.

Strategies & Practices

1. All blood and body fluids are treated as infectious. Clear gloves should be worn at all times when dealing with blood and other body fluids.
2. Hands will be washed thoroughly before and after dealing with any injury, nappy change or spills and on leaving the Centre at the end of shift.
3. Cleaning programs are developed and implemented by educators for the daily and weekly cleaning of toys and equipment
4. Nappy change areas are washed after each nappy change with warm soapy water, or as advised by DECS/Health department. Clear gloves are worn at all stages of the changing and cleaning and disposal procedure, and disposed of in the nappy bin after use. When changing a child with faeces in the nappy the use of a paper towel under the nappy area will help to stop the faecal matter getting on to the change mat.
5. Sheets and blankets are washed daily/weekly and are not shared; mats, cushion covers and dress up clothes are washed regularly (i.e.; fortnightly) in warm water and detergent or sent to the Laundry, as required.
6. In the Nursery, dummies are stored in individual containers and are clearly marked with the child's name. Dummies are stored out of children's reach. In the 2-5's dummies are stored in the Child's bag or Communication pocket.
7. Educators are vigilant as to the general health and well being of each child. Any child with fever, vomiting, diarrhoea and any child too ill to participate in the full programme will be reported to his/her parents for immediate collection from the Centre.
8. **Any child who has exhibited symptoms of vomiting, diarrhoea or fever in the previous 24 hours will be excluded from the centre for at least 24hours from the last episode.**
9. Children and educators wash their hands before preparing or eating food and drink. Blue gloves are worn at all times by educators handling food for children. Food is served with serving tongs.
10. Children eat their meals and snacks from clean tables with tablecloths or in a picnic environment and are encouraged not to share utensils.
11. Food is stored at appropriate temperatures, with fridges being equipped with thermometers.
12. Children and parents are discouraged from keeping food and drinks in their bags and lockers.
13. The Centre distributes information about health issues regularly to parents via the Newsletter and Notice board.
14. The Centre encourages all employees to complete a food handler's course in accordance with licensing and accreditation regulations.

NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	95	Procedure for administration of medication
	96	Self-administration of medication
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

EYLF

LO3	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
	Educators model and reinforce health, nutrition and personal hygiene practices with children.

Source

- Education and Care Services National Regulations 2011
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- National Quality Standard, October 2011
- Staying Healthy in Child Care 4th Edition
- NCAC Quality Practices Guide 1st Edition



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FOOD, NUTRITION AND BEVERAGES

Rationale

Children should be provided with nutritionally appropriate food and drinks whilst in a Childcare environment. Guidelines are set down by the Department of Family and Health which instruct service providers as to the

recommended daily nutritional requirements for children enrolled at the Centre. The Centre will comply with the Food Act 2003 and the regulations under that Act.

Aim

Our service aims to promote healthy lifestyles, good nutrition and the wellbeing of all children, educators and families using procedures and policies. We also aim to support and provide adequately for children with food allergies, dietary requirements and restrictions and specific cultural and religious practices. The dietary information will also be provided to families so they can plan healthy home meals for their child.

Goals

- To provide an eating environment that assist the transmission of family and multicultural values
- To teach children about food and nutrition

Strategies for meeting cultural, social and educational needs

Every day Practices

1. Menus are prepared which supply children with an adequate supply of all the main nutrients as recommended. This supply included the provision of nutritional snacks, and morning and afternoon tea. Menus will be planned in accordance with the Dietary guidelines.
2. The weekly menu will be on display to parents and employees. Employees and families are requested to contribute ideas and suggestions about this menu based on the children's reactions to each meal.
3. Children are encouraged to request food (ie. Bread or fruit) if hungry between meals.
4. Food will not be used as a form of punishment, either by its provision or denial.
5. During AM and PM tea and snack time, older children are offered a choice; younger children may need some direction in making selections.
6. Children who are eating/drinking must be seated for health and safety reasons.
7. During mealtime (lunch and dinner) all children are to be seated for safety and supervision reasons.
8. Children are to be offered a choice of food and encouraged to try a variety. Small portions are to be given, with options for second helpings. Food is provided from a variety of cultures and choice.
9. Children are to remain seated at their own tables (small groups) until an educator says they can move to another experience, ie, as soon as one educator can leave meal supervision for elsewhere.
10. Drinking water will be available at all times to the children.
11. Children who are over 2 years of age cannot be served low fat foods.

In relation to parents

1. Parents are invited to comment on the menu via the Newsletter or at Parent Meetings, which are held annually.
2. Parents will be invited to at least one food occasion each year. Recipes for food served in the Centre will be available to parents upon request.
3. Parents will be informed as to their child's eating habits at the Centre and opportunities given for the provision of special dietary requirements for individual children.
4. Employees will consult with families about their infant's food preferences.
5. Parents will be provided with information that will assist them in providing food items that are appropriate to the developmental needs of their child.

In relation to the programme

1. Children will be encouraged to get hands on experience in food preparation.
2. Food and meal times are treated as opportunities for social interaction and learning. Children are encouraged to sample all the food offered to them but are not force fed or manipulated into eating any part of the meal (ie, desserts are not offered as a treat when the main meal is eaten). Preschoolers are encouraged to help set up, serve themselves and others and to help clear tables and scrape plates.
3. Educators assist children with this learning by sharing their tables and eating the same meal.
4. Recipes and food awareness activities will be chosen from a variety of cultures.
5. Special occasions may be celebrated with culturally appropriate foods.
6. Educators will attend food handling and hygiene inservice training.

In relation to the programme

1. Children are encouraged to develop hygienic attitudes to food and eating in the provision of food awareness experiences as well as the introduction of routines of hand washing and table manners.
2. Gloves will be worn and/or food tongs used by any employee directly handling food.
3. Food will be sorted and served at safe temperatures.
4. The educators will be aware of all appropriate practices that involve preparation, storage, handling and hygiene of food. All educators, where necessary, will attend a Food Handlers Course upon commencement at the Centre.
5. Recipes and food awareness activities will be chosen from a variety of cultures.
6. Special occasions may be celebrated with culturally appropriate foods.

Only soy milks that are fortified with calcium will be used as substitute for cow's milk if requested by parents. Dairy products may be full cream or made with semi skimmed milk for children over 2 years of age.

Unless child has specific dietary requirements, full cream milk is served to children under 2 years of age that have transitioned off formula. Reduced fat milk is served to children over 2 years of age, based on dietary recommendations in *Caring for Children by NSW Government*.

Implementation

The service has a responsibility to help children attending the service to develop good food habits and attitudes. By working with families and all educators, we will also positively influence each child's health and good nutrition at home. As stated in the *National Regulations (Regulation 79 [4])*, we recognise that these requirements do not apply to food or a beverage provided by a parent or family member for consumption by their child at the service. In order to achieve these habits and attitudes, the Approved Provider and the Nominated Supervisor, who is responsible for overseeing all educators, will –

In relation to the provision of food and beverages

- Ensure children have access to, and are encourage to access, safe drinking water at all times.
- Ensure children are offered foods and beverages throughout the day that are appropriate to their nutritional and specific dietary requirements based on written advice from families that is typically set-out in a child's Enrolment Form. We will choose foods based on the individual needs of children whether they are based on likes, dislikes, growth and developmental needs, cultural, religious or health requirements. Families will be reminded to update this information regularly or as necessary.
- Children who do not eat during routine meal times or children who are hungry will be provided with foods at periods other than meal times or snack times.
- Ensure food is consistent with the service's menu that is based on the Australian Government's - ***Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*** (<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-child-cookbook>) ***Dietary Guidelines for Children and Adolescents in Australia*** (<http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/n34.pdf>)
- Provide food that is hygienic by following the relevant policies and procedures set out in the Health, Hygiene and Safe Food Policy.
- Ensure foods and beverages have a reduced risk of choking.
- Families will be provided with daily information about their child's food and beverage intake and related experiences.
- Provide a weekly menu of food and beverages that are based on the Australian Dietary Guidelines to ensure the provision of food and beverages is nutritious and adequate in quantity.
- The weekly menu must be displayed in an accessible and prominent area for parents to view. We will also display nutritional information for families and keep them regularly updated.
- The weekly menu must accurately describe the food and beverages provided each day of the week.
- Present food attractively.
- Babies will be fed individually by educators.
- Age and developmentally appropriate utensils and furniture will be provided for each child.

In relation to promoting healthy living and good nutrition

- Develop health and nutrition awareness and act to the best of our abilities on cross-cultural eating patterns and related food values.
- Make meal times relaxed and pleasant and timed to meet the needs of the children. Educators will engage children in a range of interesting experiences, conversations and routines.
- Discuss food and nutrition with the children.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed without being required to eat food they do not like or more than they want to eat.
- Encourage toddlers to be independent and develop social skills at meal times.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Talk to families about their child's food intake and voice any concerns about their child's eating.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encourage educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Provide nutrition and food safety training opportunities for all staff including an awareness of other cultures food habits.

Breastfeeding, Breast Milk and Bottle Warming

Healthy lifestyles and good nutrition for each child is paramount. As such, we encourage all families to continue breast feeding their child until at least 12 months in line with recommendations for recognised authorities.

We aim to work with families with children who are still being breastfed and provide a supportive environment by feeding children breast milk supplied by their families. We will provide a supportive environment for mothers to breastfeed.

Families will be regularly reminded by educators and the service to update the service in regards to their child's preferences, habits, likes, dislikes, dietary requirements and restrictions.

Breast milk procedure

- Breast milk that has been expressed should be brought to the service in a clean sterile container labelled with the date of expression and the child's name.
- We encourage families to transport milk to the service in cooler bags and eskies; this should be immediately given to educators, who will put it in the refrigerator.
- We will refrigerate the milk at 4 degree Celsius until it is required.
- Breast milk will be warmed and/or thawed by standing the container/bottle in a container of warm water.
- The milk will then be temperature tested by educators before being given to the child.
- If the service does not have enough breast milk from the family to meet the child's needs that day, individual families will be consulted on what the service should do in these circumstances.
- To avoid any possible confusion, we will not store unused milk at the service.
- Unused milk will be returned to families at the end of the day when they come to collect their child.
- A quiet, private, lockable space with a comfortable chair will be provided for mothers/women to breastfeed or express milk. A sign will also be placed on the door when the mother/woman is using the facilities.

Educators who Breastfeed at the Service

- The service also recognises the importance and benefits of breastfeeding and that many women will return to work before they wish to wean their children. Requests for allowances to be made for educators to continue breastfeeding once they have returned to work at the service will be treated sympathetically and reasonably and all efforts will be made to support the educator in her choice to continue breastfeeding her child.
- On return to work from maternity leave, female educators may seek to change their work arrangements. The returning staff member will have a meeting with the Nominated Supervisor to try and work out an arrangement which suits the educator, the Nominated Supervisor and also the running of the service. The service will provide Lactation Breaks for the educator to express milk or breastfeed her child. The Nominated Supervisor will be reasonably flexible as to when these occur.
- A quiet, private, lockable space with a comfortable chair will be provided for women to breastfeed or express milk. A sign will also be placed on the door when the educator is using the facilities.
- If arrangements have been made for the educator's child to come to the service to breastfeed and needs its nappy changed, the educator can use the service's nappy changing area as long as the relevant policies and procedures are followed.
- When an educator is in the process of breastfeeding her child or expressing milk, educator to child ratios cannot be compromised. Educators will work to cover the Lactation Break as they would any other break.

Microwave Instructions

We recognise that microwaves are an efficient and safe way to heat infant formula and cow's milk, and that some parents prefer that breast milk is not heated in the microwave. Our service will not use bottle warmers as we want to minimise the risk of burns due to the boiling water

For infant formula or cow's milk, the service will always:

- Use microwave safe bottles.
- Minimise the risk of uneven heating by adequately rotating and shaking the bottle directly after microwaving.
- Heat a minimum of 120mls of formula/cow's milk in the bottle to ensure it does not overheat.
- Only heat formula/cow's milk that has been adequately refrigerated.
- Stand the bottle up straight.
- Always take off the teat/bottle top and leave outside the microwave.

- Not use microwave ovens with wattage over 700W.
- For a 120ml size bottle – use high setting and heat for less than 30 seconds.
- For a 240ml size bottle – use high setting and heat for less than 45 seconds.
- Follow specific manufacturer instructions provided with the microwave.

NQS

QA2	2.1	Each child's health is promoted
	2.1.1	Each child's health needs are supported
	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child

National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

EYLF

LO3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Children are happy healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
	Educators model and reinforce health, nutrition and personal hygiene practices with children.

Source

- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia](#) (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009)
- [National Quality Standard, October 2011](#)
- [Food Standards Australia and New Zealand](#)
- [Safe Food Australia, 2nd Edition, January 2001](#)
- [Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood](#)
- [Dietary Guidelines for Children and Adolescents in Australia](#)
- [Australian Guide for Healthy Eating](#)
- [Food Safety Standards for Australia 2001](#)
- [Foods Standards Australia and New Zealand Act 1991](#)
- [Food Standards Australia New Zealand Regulations 1994](#)
- [Food Act 2003](#)
- [Food Regulation 2004](#)
- [Occupational health and Safety Act 2000](#)
- [Occupational Health and Safety Regulations 2001](#)
- [Work Health and Safety Act 2011](#)
- [Dental Association Australia](#)
- [Infant Feed Guidelines for Health Workers](#) (National Health & Medical Research Council, 2003)
- [Feeding and Nutrition of Infants and Young Children](#) (World Health Organisation, 2000)
- [Australian Breast Feeding Association Guidelines](#)
- [Caring for Children Birth to 5 Years \(Food, Nutrition and Learning Experiences\)](#), NSW Ministry of Health, 2014



forest childcare

FEES

Rationale

It is important to all staff and users of the service that there are clear guidelines in respect to payment of fees. A fees policy provides a means to establish costs, terms and conditions of the financial contract which is necessary for the effective communication of information by all parties.

Fees Structure

1. Upon enrolment:
 - Deposit of the bond is payable equal to 2 weeks fees, refundable, with 4 weeks' notice in writing – non-refundable should child fail to commence at the Centre or give required notice.
 - 2 weeks' fees are payable in advance – non-refundable, should your child not commence at the Centre
2. Service users will receive a statement of their account on a fortnightly basis from the Centre. Families may request a statement at any time.
3. Fees are payable in advance of the use of the service, on the first day of the child's attendance for that week at the Centre.
4. Fees unpaid after two weeks will result in the child's place at the Centre being terminated. Outstanding fees will accrue a \$10.00 per week late fee.
5. Fees must be paid two weeks in advance and are payable:
 - If the child is absent through illness
 - If the child is absent on holidays
6. Fees are payable for each week of the child's enrolment, regardless of attendance.
7. **Four weeks' advance notice in writing of cancellation, changes of attendance or reduction of days is required.** Advice must be given in writing to the Nominated Supervisor or Office Administrator. The notice period is not inclusive of any close down period.

If parents are having concern or difficulties regarding the fee payment, they should seek the advice of the Director or Office Administrator immediately.

Centre Closure

The centre may be closed for 1 to 2 weeks over the Christmas period depending on when Public Holidays fall and the demand for care during this time. Fees will not be charged for this closedown period.

Child Care Subsidy

This is available to all families based on family income, as assessed by the Family Assistance Office. Parents must apply directly to the FAO/Centrelink. The Centre must receive a copy of the Assessment Notice from Centrelink which states the percentage of fee relief entitlement. Fees will then be adjusted accordingly. This will be readjusted upon the receipt of any further CCS Assessment Notices. The Department of Families, Community Services and Indigenous Affairs have set strict guidelines for the receipt of Child Care Subsidy.

The Centre's CCSS Organisation ID is 1-B51S0J

Under these guidelines, families are entitled to unlimited Approved Absences from the Centre without their CCS being affected, provided relevant support documentation is supplied to the centre. Eg. Medical certificates. An Approved Absence is one that is taken for specific reasons, including:

- Illness
- Outbreak of an infectious disease against which the Child is not immunised
- Rostered days off or a day as part of a rotating shift
- The child is absent on a day when the school normally attended by the child or his/her sibling is closed for the day (other than school holidays)
- Absent under a court order which requires the child to have a contact visit (access visit)
- The service is closed due to a period of local emergency or because of the period of local emergency the child is unable to travel to the service.

Families are also entitled to 42 Allowable Absences (any absence that does not meet the above criteria for Approved Absences) each financial year, regardless of the number of services used.

It is essential that all children are signed in and out of the Centre daily. Failure to do so will result in Child Care Subsidy being revoked and parents having to pay full child care fees for these days.

Payment of Fees

To maintain quality care for your child, to contain costs and maintain efficiency, your assistance with the following organisation of fee payment would be greatly appreciated:

1. On enrolment parents are issued with a fees statement indicating the amount payable each fortnight. Fees may be paid fortnightly or monthly, provided that payment is made in advance in the morning of the first day of your child's attendance for that paying period, i.e. a fortnight or a month.

2. A “fees due” notice will be emailed to all families at the beginning of the fees fortnight, to remind parents that their regular payment is due.
3. To eliminate overdue notices and fees, please pay fees promptly.
4. If paying via Internet Banking, please reference your payment with your child’s name. The account details are:

The Forest Childcare Pty Ltd
 BSB: 032-184
 ACC: 239660

Fees in Arrears

Should fees fall **ONE WEEK IN ARREARS**, a [Fees in Arrears](#) email reminder will be sent to your nominated email address, noting the amount to be paid immediately to bring fees up-to-date.

Should fees fall beyond a period of **TWO WEEKS IN ARREARS** without reasonable explanation [in writing](#), then notice in writing will be forthcoming that the child’s place is immediately terminated and placement will be given to a child on the waiting list.

Reduction of Days/Change of Days

Four weeks’ notice **IN WRITING** is required when withdrawing a child from the Centre, including reduction of days and change of days. Failure to provide four weeks’ notice in writing will result in four weeks full fees being charged in lieu of notice.

Non-Attendance

In order to maintain a place at the Centre, full fees must be paid for all periods of non-attendance.

Late Fee

The Forest Childcare closes at 6.30pm. If your child is left after this time, a late fee of \$1.00 per minute will be charged. In the event of a parent being unable to collect the child by 6.30pm it is the responsibility of the parent to organise alternative arrangements to have the child collected by this time, and to notify the Centre of these alternative arrangements. The Centre is licensed until 6.30pm; please also understand that employees are only employed until 6.30pm and that whilst we are willing to help in exceptional circumstances, our employees have families and commitments.

Child’s Cancellation from the Centre

In the event of your child leaving, 4 weeks’ notice must be given in writing to ensure the original deposit is refunded. Should any close down period fall within the 4 weeks notice, the notice period will be extended. This deposit will be refunded after your child’s final day at the Centre. If the child does not attend these final four weeks, full fees may be charged in accordance with the Family Assistance Law.

Please note: “The purpose of allowable absences under the family assistance law is to enable families to receive CCS in certain circumstances where care is not provided. However, these circumstances do not include days after a child ceases to receive care. While some services may continue to charge a family for a limited time after a child ceases care (for example, because the family did not give sufficient notice in accordance with a services stated policy), the family is not eligible for CCS for these days. Absences are therefore not available for these days even if a fee is charged”. (FaCSIA Instruction Sheet Four).

Priority of Access Guidelines

The Commonwealth has determined priority of access guidelines for day care centres. These guidelines embody the principles and philosophy underlying the Commonwealth’s involvement in child care and assisting the Commonwealth in achieving the objectives of the Children’s Services Programme by providing priority of access to particular people. By adhering to these guidelines the Centre operator is directly responsible for the implementation of Government’s objectives.

Since 1983 there has been a rapid expansion of child care places. Even with this expansion, however, only a small proportion of children can gain access to services. It therefore remains necessary to allocate available places to families whose children have the highest priority. The guidelines rank priority as follows:

- ✓ [First Priority](#) - a child at risk of serious abuse or neglect
- ✓ [Second Priority](#) - 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*
- ✓ [Third Priority](#) - any other child

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

- Aboriginal and Torres Strait Islander families;
- Families which include a disabled person;
- families which include an individual whose adjusted taxable income does not exceed the lower income threshold, or whose partner are on income support;
- families from a non-English speaking background;
- socially isolated families; and
- single parents

Rationing

The amount of care offered to a family also needs to be rationed and that amount should be determined by the reason of care. A child who has priority for care under the guidelines may not require full-time care. This could be relevant for the child of a parent working part-time or for respite care provided under priority categories 1 or 3. Providing only the amount of care required by each family will ensure that the maximum number of families can receive the care they require.

NQS

QA7	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
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National Regulations

Regs	232	Prescribed fees
	233	Late payment fees (annual fees)
	234	Waiver, reduction, deferral and refund of fees
	235	Indexation of fees
	236	Publication of indexed fees

Source

- [A guide to Australian Government payments - Centrelink](#)



forest childcare

ENROLMENT & ORIENTATION

Rationale

To ensure equity in the supply of places to families needing to use the service a clear enrolment policy needs to be in place. Contact with families and information distributed should be consistent and appropriate.

Goals

- To establish a clear procedure for staff and families to use when enrolling new children to the Centre

- To give equivalent and meaningful information to all families
- To enable children to become orientated into the Centre gradually and with ease
- To ensure that licensing regulations, including ratios of children to staff, are strictly followed

Strategies

For enrolment:

1. On inquiring about placements at the Centre, parents are referred to the Nominated Supervisor for information about the program, staffing etc.
2. Parents are invited to visit the centre to meet the educators and observe the daily routine and timetable. This visit is conducted with the Nominated Supervisor or Room Leader. Waiting List and/or Enrolment forms & centre information packages are handed out to families for completion.
3. When a place becomes available, the Nominated Supervisor will confirm the place in writing (may also do this by phone). This confirmation will be sent to parents by email and parents are requested in this letter to confirm a mutually convenient time with the Nominated Supervisor for an Orientation Interview if manageable. Commencement date is written into the staff diary. Parents are also given an orientation package, by the Nominated Supervisor during their Orientation interview.

Orientation Package will contain:

- Letter of Offer of Enrolment
 - Enrolment Forms
 - Parent Information Booklet
 - Critical Policies
 - Policy Document emailed upon request
 - Portfolio & Family Sheet
 - Guide to Government Payments
 - Early Years Learning Framework Information for Families
 - National Quality Framework for Early Childhood Education and Care: Information for Families
 - Preparing for Child Care
 - Settling Children into Child Care
 - Quality Child Care for Babies (if applicable)
 - Anaphylaxis, Allergies & Asthma (if applicable)
4. A deposit payment of bond (2 weeks' fees) and 2 weeks' fees in advance, are requested on acceptance of the place. This is paid to the administrator and receipted. The bond and fees are non-refundable should the child not commence. Please see Fees Policy for further information.
 5. On the starting day, primary caregiving educators are prepared for the arrival of a new child in the group by the allocation of a group and locker, retrieval of all relevant information from the enrolment form such as, allergies, dietary needs, daily routine etc. It is the responsibility of the administrator or Nominated Supervisor to distribute and file the paperwork, as well as pass on all of the relevant information to Room Leaders.

Orientation Process

- (a) Parents and their child are invited to attend a meeting with the Nominated Supervisor, prior to the official start date, for the purposes of orientation. All paperwork is completed during this meeting and any questions can be answered regarding the child history form and child's needs etc. This is an opportunity for both parties to exchange information about the child that will assist in their settling routine.
- (b) On this day, the parents and child are invited to stay and play in the child's group room to accustom themselves to the routines and educators.
- (c) Other play sessions can be arranged by the parents with the Nominated Supervisor. We encourage as many visits to the Centre as the family feel necessary.
- (d) During these orientation visits, a checklist is completed to ensure that the parents and child have all the relevant information about the Centre and the routines that they need to follow on arrival.
- (e) During these visits, educators begin to complete written observations of both the child and parent's reactions to the Centre, other educators and routines of the group.
- (f) After a month has passed of the child's enrolment, a progress report is sent to the parents where educators comment on their child's settling into the Centre routines. Parents have another opportunity to complete questions on this form if more information is required. All efforts are made to ensure that verbal communication during each day is maintained for new families.

NQS

QA7	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
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National Regulations

Regs	168	Education and care service must have policies and procedures
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Source

- [Early Childhood Education Centres](#)
- [NCAC Quality Practices Guide 1st Edition](#)
- [Education and Care Services National Regulations 2011](#)
- [Belonging, Being & Becoming – The Early Years Learning Framework for Australia \(Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009\)](#)
- [National Quality Standard, October 2011](#)