



Sunshine Bay

Early Learning Centre



SUNSHINE BAY EARLY LEARNING CENTRE

FAMILY HANDBOOK

Our Parent Handbook explains information you will need to be aware of and adhere to whilst your child is in attendance at our Service.

Welcome, Walawaani njindiwan

Sunshine Bay Early Learning Centre (SBELC) provides care and early education for children birth – 6 years. We are a family-owned private and purpose-built Long Day Care Centre licensed for 100 places which include Long Day Care and a Preschool Program for the 4-5 years. We are ideally situated in the education hub of Sunshine Bay with strong relationships and connections within our community.

We acknowledge Sunshine Bay Early Learning Centre is built on Yuin Nation land, home of the Walbunga people. We respect Elders, past, present, and future on which whose land we meet, play, and learn.

Please read this handbook and email to info@sunshinebayearlylearningcentre.com.au that you have read and understood. This is required by our enrolment policy.

We look forward to getting to know your child/ren and family, if you have any questions regarding this Handbook, please contact us on 02 44 722233 or email info@sunshinebayearlylearningcentre.com.au

WE WILL PROVIDE:

- An environment, which is fun, safe, inclusive, nurturing and a primary mode for learning.
- An educational play-based curriculum that links to the Early Years Learning Framework. This curriculum will foster each child's uniqueness and development in areas of physical, social, emotional, cognitive, and creative growth.
- A wide-ranging program that will encourage the children to be interested in and respect the world around them including the close community.
- An environment where team members feel respected and trusted and a place where effective team relationships are developed, encouraging team members to give the best that they can to not only each other but to the children and parents.
- A service where parents feel welcome to share knowledge, ideas and beliefs with team members.
- Successful transition to school programs between our Preschool and our local Primary Schools

SERVICE PHILOSOPHY

Sunshine Bay Early Learning Centre acknowledges that the land on which we meet each day is traditional Walbunja land of the Yuin people. We acknowledge and respect their spiritual relationship with the land, and the waters, and aim to embed and embrace the culture and histories of First Peoples.

At Sunshine Bay Early Learning Centre, we endeavour to develop a strong sense of community spirit by establishing warm, respectful and collaborative partnerships with families and the broader community. Our service is a valuable extension of each family, and we embrace the cultures, knowledge, and individuality that families bring to our learning community.

Our learning environments are focused on encouraging curiosity, independence, and exploration. We understand that children develop differently and have diverse styles of learning and so our flexible learning environments focus on children's strengths, interests and developing needs.

We strive to nurture a sense of belonging and wellbeing where each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. Educators respond to children's ideas and play through scaffolding, intentional teaching, community, and family input.

We believe in mutually respectful and reciprocal relationships between staff and families in an environment where knowledge, views and ideas are continuously encouraged and evolving through reflective practice and professional development. We work collaboratively by being respectful, ethical, dedicated and passionate. Our team bring with them diversity, knowledge, experience and a passion for learning where everyone's ideas are valued.

At Sunshine Bay Early Learning Centre our core values are respect, diversity, equity, community, and a passion for lifelong learning.

November 2023

SERVICE INFORMATION

Our Service caters for children aged birth to 6 years.

We are open from 7.30 am to 6.00 pm Monday to Friday, (52 weeks of the year) and close on N.S.W. public holidays. We have six learning environments, approximately working within these age guidelines.

- Birth to one years room – . Ngaral (black cockatoo)
- Birth to two years room – . Baba (stingray)
- Two to three years room – .Wulimbura (shark)
- Two to three years room – Buru (kangaroo)
- Three to four years room – . Gungara (possum)
- Four to six years room – . Burnaaga (goanna)

CONTACT INFORMATION

Phone: 02 44 7 22233

Email: info@sunshinebayearlylearningcentre.com.au

Website: www.sunshinebayearlylearningcentre.com.au

Service Director: Nicki Kovacs

Nominated Supervisor: Lisa Dixon

Assistant Director: Marina Cetinic

Educational Leader: Keshia Leon

Administration Manager: Karina McIntosh

FEES

Our full fee is:

0- 2 years \$177

2-3 years \$174

3-6 years \$162

Cost of fees per day before Child Care Subsidy (CCS) has been applied.

This amount is subject to change to reflect increased costs.

Families are required to complete the online Child Care Subsidy assessment via [myGov website](#) prior to starting at the service. This will determine your eligibility and level of Child Care Subsidy entitlement.

Filed in Governance and Management (k) Enrolment and Orientation QA 6: Collaborative Partnership with Families

On enrolment, we will need the CRN of the person linked with the child, along with the child's CRN so we can confirm register attendance and ensure that you are receiving the appropriate subsidy. We also require a copy of the child's Medicare immunisation statement.

CHILDCARE SUBSIDY (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which includes:

- Combined family income
- Activity test for both parents
- Service type

Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through [myGov](#). Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses.

[How to claim CCS | https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy/how-claim](https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy/how-claim)

ALLOWABLE ABSENCES

You can be paid for any absence from approved care your child attends for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the service on that weekday, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by selecting 'View Child Care Details and Payments' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#).

REGULATORY AUTHORITIES

Our service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

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

To contact our Regulatory Authority, please refer to the contact details below:

NSW Early Childhood Education and Care Directorate

Department of Education and Communities www.det.nsw.edu.au

1800 619 113, ececd@det.nsw.edu.au, Locked Bag 5107 PARRAMATTA NSW 2124

MAKE-UP DAYS

We do not offer make – up days.

SERVICE CLOSING TIME AND LATE FEES

Please be aware the centre closes at 6:00 pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00 pm. A late fee is incurred for children collected after 6.00 pm.

The fee is \$5.00 per minute per child and will be added to your next invoice. The late fee is strictly adhered to, as two educators are required to remain at the centre until all children are collected. Please contact the centre if you are running late and no other collection arrangement can be made.

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

Persons authorised to collect your child will be released into their care only when a parent has personally contacted the centre prior to pick up, either prior to or on the day. This is in addition to signing the authorisation and the enrolment form. Only persons authorised in writing will be allowed to collect your child. Persons not known to centre educators will be asked for photo identification, the photo identification will be copied and placed onto the child's file.

CONFIDENTIALITY

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of the information in the file.

SERVICE POLICIES AND PROCEDURES

You will find a copy of our service policies and procedures in the office, and on Hubhello. (Log in to the Hubhello App. Click on the heart icon. In quicklink, click on “Locker”. At the bottom right of the dropdown bar, click on “Vault”. You will find service policies and service philosophy). We expect our staff, educators and families to always adhere to our policies and procedures to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family’s needs and meet required regulations. Your involvement helps us to improve our service and may lead us to change our policies and procedures.

We have a policy committee who meet regularly to review our policies and procedures. Collaboration and feedback from families are welcomed.

OUR TEAM

[Room Leaders, Educators and Trainee Educators will be introduced at the start of the year and photos displayed on each room door.](#)

Nominated Supervisor: Lisa Dixon

Operational Manager: Doreen Levensmith

Director: Nicki Kovacs

Assistant Director: Marina Cetinic

Administration Manager: Karina McIntosh

Educational Leader: Keshia Leon

WHS and Policy Manager: Desiree Hill

Governance and Finance: John McCloskey, Emily Dixon

Service Support Worker:

Meals and Nutrition: Miriam Budinsky

Housekeeping and Cleaning: Donna Crawford

Maintenance: Mark Simpson

ENROLMENT INFORMATION

Prior to commencing at our Service, you will be required to complete all enrolment documentation and pay a bond of \$250, hat \$13 and sheet set \$45 if needed. (Sheets can be brought in from home also, they must be a fitted elasticised cot sheet for younger children)

Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify in writing the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health including immunisation and medical conditions
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.
- Bank direct deposit

It is essential that we have copies of your child's Medicare card and immunisation schedule. We are also required to have certified copies of any court orders relating to the child.

GOALS FOR YOUR CHILD AT OUR SERVICE

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

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

- Maria Montessori

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning, (Early Years Learning Framework p.9).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self-worth
- Social awareness
- Importance of sustainability

- Self-regulation
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

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

EDUCATIONAL PROGRAM

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for Early Childhood Educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

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

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

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

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

EARLY YEARS LEARNING FRAMEWORK

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place.

Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.



• BELONGING

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

• BEING

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

• BECOMING

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

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

INDIVIDUAL CHILD PROGRAMS

Every child will have a personal, confidential digital program comprising of:

- Goals from families and educators
- Objectives for further development
- Work samples
- Cycles of planning and learning
- Photos of engagement with other children and the educational program
- Checklists for meals, sleep times, bottles, nappy changes etc.



The individual child's program is maintained and used as a direct tool for evaluation and future planning within the service's program. Your child's program is viewed online with the [Kinderloop app](#).

The program will be used in parent/educator meetings throughout the year and is always available online for you to review at your convenience.

PARENT PARTICIPATION

The service has an open-door policy and actively seeks and encourages families to be involved in the service. This can range from evaluating and adding input to your child's program and observations, volunteering within the service, and sharing skills & experiences that the children and the program will benefit from.

You can be involved in the service's policy consultation. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, telephone contact, we pride ourselves on strong verbal communication on a daily basis.

We seek input from families on all aspects of the service but in particular, your child's goals, observations and program.

If, for any reason, you question or do not understand any aspect of the service or your child's experience we have a Grievance Policy that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in the office, in Hubhello. You are welcome to take a copy home and review at your leisure.

• FAMILY SKILLS, INTERESTS AND TALENTS

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

the time, however, any contribution no matter how big or small is much appreciated. Below are just a few ideas.

- **YOUR OCCUPATION OR HOBBY**

You are the most important person in their world. We welcome all parents to the service to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children and these talks are the best educational resources you can provide for the service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

- **YOUR HOME CULTURE**

Your home culture is most welcome in our service. We would greatly appreciate if you were able to share with our service aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

- **READING (ESPECIALLY GOOD FOR GRANDPARENTS)**

Children love to be read to. If you or your parents have the time please contact your room educators to organise a day for reading.

- **RECYCLABLE ITEMS / reduce, reuse, recycle**

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work or home is much appreciated.

- **SPECIAL EVENTS**

Our service organises special events throughout the year. Keep an eye out.

- **SUGGESTIONS**

Parents are welcome to visit or call the service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

COMMUNICATION

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Kinderloop
- ✓ Phone calls to your work
- ✓ Emails
- ✓ Letters
- ✓ Face to face
- ✓ Family feedback forms and surveys
- ✓ Mid-year and end of year interviews
- ✓ Formal meetings



[Kinderloop](https://kinderloop.com/) | <https://kinderloop.com/>

COURT ORDERS

Parents must notify the service if there are any Court Orders affecting residency of their children and a copy is required for the service. Without a Court Order, we cannot stop a parent collecting a child.

ARRIVAL AND DEPARTURE

For safety and security reasons ALL children must be signed in on arrival and signed out on departure. We use Electronic Sign In (ESI). Currently educators sign your child in and out and we are progressing a system where families will be issued with a PIN on their first day. Authorised persons to collect children will have their own PIN. The Electronic Sign in PIN must be entered by a parent or authorised person 18 years or over. Children must not enter the PIN into ESI.

Our child protection initiative includes requesting families call the service on the day if an authorised person is collecting a child.

This is in addition to having an authorised person/s on the enrolment and in writing.

No child will be allowed to leave our service with a person who is not stated on the enrolment form, parents must notify the centre on the day that an authorised person is coming in to collect a child. This is strictly adhered to unless prior arrangements have been made with the Nominated Supervisor.

PREPARING YOUR CHILD FOR DAYCARE AND PRESCHOOL

Orientation is an important start for your child and family to connect to our service. We encourage each child to attend the service in the company of a family member before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to care. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing the following books that you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the service must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

SAYING GOODBYE

Ideally, your child will be settled at an experience before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what experiences are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from your child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured we'll contact you if your child becomes distressed.

WHAT TO BRING TO THE SERVICE

• BACKPACK / BAG

For independence, we work towards all children being able to recognise and open their own bag.

Let them be involved in selecting the bag and taking ownership of it, (age and ability dependent).

Please ensure it is large enough to hold all their belongings and is clearly labelled.

We always provide water and cups but a drink bottle is a great start to school readiness. All children may bring their own water bottle, please label.

Please label all your child's belongings and clothes, including spares. Labelled items are easy to return to owners.

NUTRITION

The recommended average number of standard serves per day in accordance with Nutrition Australia.

Toddlers	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS AND BOYS 1-2 YEARS	2-3	0.5	4	1	1-1.5	0
GIRLS AND BOYS 2-3 YEARS	2.5	1	4	1	1.5	0-1

CHILDREN	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
GIRLS 4-8 YEARS	4.5	1.5	4	1.5	1.5	0-1
GIRLS 9-11 YEARS	5	2	4	2.5	3	0-3
BOYS 4-8 YEARS	4.5	1.5	4	1.5	2	0-2.5
BOYS 9-11 YEARS	5	2	5	2.5	2.5	0-3

Reference: [Nutrition Australia](http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes) | <http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

PLEASE NOTE:

We are a *NUT FREE* centre. Please do not bring foods into the centre. We provide all meals for your child whilst in our care. No foods or confectionery gifts, please.

BREASTFEEDING

This Service supports breastfeeding. Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult our Nominated Supervisor or Responsible Person to be aware of how we require the formula to be prepared and stored.

CLOTHING

Please label all your child's belongings and clothes, including spares.

It is helpful to your child if they are dressed in non- restrictive, serviceable, and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/her.

Unsuitable shoes are thongs and gumboots, and we prefer that these NOT be worn to the Service. Lace-up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to use the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety. On your child first day your child will receive a coloured hat. Each room has a different colour. An amount of \$13 will be charged to your account.

- **SPARE CLOTHES**

Every now and then accidents occur, and it may be necessary for your child to get changed into a fresh set. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

Waterproof wet bags: We have introduced waterproof reusable bags to store wet/soiled clothing. Our bags are available for purchase or you may provide your own. If a family does not provide a waterproof reusable bag we shall provide one and invoice to your account.

TOYS

The Service has an abundance of toys and resources, and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, the disappointment for other children and responsibility on educators to track numerous toys throughout the day.

BEHAVIOUR GUIDANCE

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

PHYSICAL PLAY

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experiences on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

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

SUSTAINABILITY

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

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

REST AND SLEEP

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide mattresses for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with educators and you can indicate their requirements on their Care Plan and Parent Partnership Form.

BIRTHDAYS

It is very exciting for a child to be having a birthday. We provide a birthday cake for your child's birthday. If it is not your family culture to celebrate, please advise the educators in your child's room.

FAMILY PHOTO

We have a family tree or family belonging resource in all rooms. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it.

SUN SAFETY

Children and Educators will wear hats and appropriate clothing when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

- **SUN HAT**

A sun protective hat must be worn every day when playing outside for protection against the sun. Sunshine Bay Early Learning Centre will supply and invoice a sun-safe hat to your child on enrolment. All children and educators must have sleeved shirts. Please, no singlets or shoe straps.

Sunshine Bay Early Learning Centre is an Accredited Cancer Council facility.



WHEN SHOULD I NOT SEND MY CHILD TO THE SERVICE?

Our Service is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

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

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

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

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

Your child should not attend the service if they have had Panadol or Nurofen within 24 hours for a temperature. It is extremely important that educators are aware if a child has had either medication.

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

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

Our full Incident Injury Illness and Trauma Policy is available on Hubhello

IMMUNISATION

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in childcare. The Public Health Act 2010 prevents NSW childcare centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

A current up to date immunisation schedule for your child must be held by Sunshine Bay Early Learning Centre.

MEDICATION

Educators can only administer medication to a child from its original packaging with doctor or pharmacy instruction sticker.

On arrival at the service, families must give medication to educators for safe storage and complete a medication authorisation form. Under no circumstances should medication be left in children's bags.

ANAPHYLAXIS, ALLERGIES OR ASTHMA

Parents of children with Medical Conditions will meet with service management to communicate and complete the Medical Conditions Management procedures.

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor. The service has a procedure that educators follow to minimise allergic reactions.

The service requires an Action Plan filled in by your doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

ACCIDENTS/INCIDENTS

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the service. As a matter of extreme importance parents must ensure that the service has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered and be signed by an educator, the Nominated Supervisor and by the parent.

EMERGENCY DRILLS

Throughout the year the Service will hold emergency drills, which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency evacuation plan will be displayed in every room.

MANDATORY REPORTING

All our educators are Mandatory Reporters.

What is mandatory reporting?

Mandatory reporting is a term used to describe the legislative requirement for selected groups of people to report suspected cases of child abuse and neglect to government authorities.

CHILDREN'S SAFETY



Never leave your car running in the carpark – under no circumstances should a car be idling with the driver outside the vehicle.

- ✓ Never leave children unattended in cars while collecting children from the Service.
- ✓ Cars parks are dangerous places for children.
- ✓ Always hold children's hands when arriving and leaving the Service.
- ✓ Never leave a door or gate open.
- ✓ Never leave your children unattended in a room.
- ✓ Children are not permitted into the kitchen.

WORKPLACE HEALTH AND SAFETY

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

EDUCATOR RATIO AND QUALIFICATIONS

We meet all requirements in relation to the child to educator ratios and the qualifications of our educators. All educators will hold First Aid qualifications (trainees once completed), have Working with Children Checks completed and attend educators' meetings, and more often if needed. We have Certificate 111, Diploma and ECT qualified educators along with staff who are working towards their qualifications.

Our educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

For further details on the qualifications of the Educators, please see our Nominated Supervisor.

ACKNOWLEDGEMENT

Please email the centre on info@sunshinebayearlylearningcentre.com.au stating acknowledgement of the below

I/We have read this handbook carefully.

I/We understand the commitment that you (Sunshine Bay Early Learning Centre) are undertaking and your responsibilities within service.

I have completed the enrolment form.

I have read and agree to comply with the requirements set out in this handbook and in the service's policies.