



## Parent Handbook

Armed with the **knowledge** that children learn best when provided with an **environment** in which they can **freely connect** with their surroundings, we provide **fun and engaging** activities to **challenge and entertain** every child.

[www.playandlearn.net.au](http://www.playandlearn.net.au)

# WELCOME TO OUR SERVICE

We welcome you and your child and trust that our service will become an extension of your family. By working collaboratively, we can provide an environment with rich learning experiences and education for every individual child.

Everything we do is based around PLAY as we believe this to be a child's natural learning platform. Hence our name ***Play and Learn***.

Thornlands Play and Learn is licensed under the Education and Care Services National Law Act 2010.

The regulations state the requirements that all Child Care Centre's must abide by in relation to activities, experiences and programs, the child staff ratio's and staff members' qualifications.

The service has copies of both the Child Care Act and Child Care Regulations for your perusal.

The Department of Education and Training, Division of Early Childhood Education and Care is responsible for the monitoring of Centre's to ensure that they comply with the Act and the Regulations. The telephone number for the Department's information service is **13QGOV (137468)**.

Thornlands is open from 6:15am to 6:15pm, 51 weeks per year (excluding public holidays). We close for one week between Christmas and New Year.

## **PROGRAMMING**

The Centre's Programs are based on developmental observations and the interests of the individual children and the group. Lead Educators display a Weekly Program and Daily Photo Page to show families the educational activities that their children participate in them.

Educators take samples of children's work, and meaningful events to be displayed throughout the centre.

The Centre is guided in Programming by the **“Early Years Learning Framework”** and **“My Time Our Place”** for school aged children. It conveys the highest expectations for all children’s learning from birth to five years and through the transition to school.

The **“Queensland Kindergarten Guidelines”** are also used for those children enrolled in the Kindergarten Program in the Pre-Prep Room.

The **“Early Years Learning Framework”** communicates these expectations through the following five Learning Outcomes;

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

## CENTRE GOALS

That all children are valued and respected as an individual.

To extend and develop each child’s skills, knowledge and interests through successful experiences.

Encouraging the development of a healthy self-concept and positive self-esteem.

To encourage social development so each child learns to interact successfully in a variety of situations.

To be sensitive and respectful of varied cultural and religious practices.

To provide an environment that encourages children to develop their capabilities and interests at their own pace and according to their individual need.

To provide a warm, nurturing and safe environment that encourages the development of the whole child.

To be a support to all families in all aspects of child development.

To provide qualified experienced and caring staff to meet the needs of the individual children.

# CODE OF CONDUCT

## BACKGROUND

It is anticipated that our code of conduct establishes a standard of behaviour for all parties involved at the service. The code of conduct outlines expectations and defines how individuals shall behave towards each other, the children in our care and the broader community.

## OUR STAFF

- Educators shall be a positive role model for children and families.
- Educators shall speak to children in an encouraging and positive manner.
- Educators will practice active listening and offer children empathy and support when required.
- Educators will encourage problem solving and independence skills.
- Educators shall maintain safe environments for children.
- Educators shall behave honestly and with integrity.
- Educators shall avoid any act which may bring our profession into disrepute.
- Educators shall work in partnership with colleagues and community organisations to support the wellbeing of families.
- Educators shall treat colleagues and families with respect and courtesy and without harassment.
- Educators shall maintain a professional relationship with colleagues and parents.
- Educators shall not make improper use of –
  - Information imparted to them
  - Their duties, status or authority.
- Educators shall work in ways that enhance human dignity and carry out their duties in a professional and conscientious manner.

## **OUR FAMILIES**

- Parents shall treat educators and other families with respect and courtesy and without harassment.
- Parents shall become familiar with centre policies and procedures.
- Parents shall work collaboratively with their child's teachers to ensure the best possible educational outcomes for their child.
- Parents shall avoid behaviour which may be perceived as belittling or intimidating.

### **This may look like;**

- Inappropriate language such as swearing, using demeaning language, or non-supportive language, inappropriate written material, sexually explicit material on work premise or work functions.
- Inappropriate conduct such as the consumption of alcohol / drugs in the presence of children and young people.
- Inappropriate use of facilities and resources such as the company credit card, stealing work belongings or sending inappropriate emails.
- Inappropriate contact with young children – no parent or educators shall strike a child as a method of discipline.
- Giving personal information about families / employees to people not authorised to have that information.
- Persistent inappropriate gossip, malicious, and negative talk and backstabbing is destructive and will not be tolerated.

Failure to comply with this code of conduct may result in your child's care being ceased or in the case of an employee your employment being terminated.

# HOLISTIC APPROACH TO LEARNING

Taking a holistic view to our teaching includes understanding the connections of the **mind, body** and **spirit**. We value the connections between children, their families and the community in which they come from, with a deep respect for the natural environment and the balance between people, plants and animals on the land.

***“When early childhood educators take a holistic approach they pay attention to children’s physical, personal, social emotional and spiritual wellbeing as well as cognitive aspects to learning”***

## **RESPONDING TO CHILDREN**

Educators respond to children strengths, interests and abilities. This knowledge is highly valued and is the foundation for engaging children in further play, ideas and curriculum decision-making. Using this knowledge, educators will extend children’s learning by open ended questions, feedback, challenging ideas and encouraging children to seek their own answers and independent discovery. Educators programming should reflect children’s expertise, cultural traditions and ways of knowing.

## **LEARNING THROUGH PLAY**

Our Early Childhood settings allow children to learn as they discover, create, improvise and imagine. Inviting classrooms encourage children to problem-solve, seek clarification, create and lay the building blocks for further learning. Educators will support the inclusion of all children, assist them to challenge play that is unjust while offering alternative solutions that foster a caring, fair and inclusive classroom environment.

## RISKY PLAY

A natural part of children's physical play involves engaging in play that is challenging, a bit scary and somewhat risky. Children actively seek this thrilling kind of play, and nearly all children love the quivering feeling of butterflies in their belly when they encounter something they do not know if they can manage or what the consequences of their actions will be. In other words, children seek challenging and risky forms of play even though, and often because, it is closely connected with the feeling of fear and thrill, and the possibility of being harmed (Adams, 2001; Aldis, 1975; Smith, 1998; Stephenson, 2003).

For the service finding the balance between allowing children to explore and take risks in their play while also avoiding serious injuries is not an easy exercise. The increasing focus on children's safety on one hand is important, but on the other hand it must not lead to children being restricted from the opportunity for challenge and excitement. Educators at the service will allow children to experience some risk, on an individual level and within a relatively safe environment. In children's risky play, one must always consider the risks against the developmental benefits this play has, although it sometimes could result in some minor injuries. (Ball, 2002)

Providing a balance between keeping children safe and allowing some room for risks is often complex. Opportunities for a challenge are vitally important in a child's early years, recent research clearly identifies that children who receive no risky challenges within early childhood will often become teenagers that long for risk taking, yet the risks often taken within teenage years have far greater consequences than those in early childhood.

***“Early experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behaviour and both physical and mental health”***

***Harvard University: Centre on the developing child.***

# OUR EDUCATORS

## OUR OWNERS

Our Centre is owned by Feng Holdings Pty Ltd ATF the Wing Wei Investments Unit Trust. The Licensees are Sam and Pauline Feng. Sam Feng (phone 0408 156 802) is our business manager and completes the accounting side of our centre, including the very important pay run. While Julie and Allan Watts (phone 0433 449 600) are responsible for the day to day running of the service including educators, children and families.

We firmly believe in providing quality care for every family that uses the service we also uphold a strong commitment to educators and professional development. Your thoughts and suggestions are greatly appreciated and valued by management. They are open and honest and look forward to providing a stimulating, educational and enjoyable program that allows the individual child to grow and learn.

## EDUCATOR INFORMATION

Our centre ensures that upon employing educators, their qualifications meet the minimal standards set out in the Education and Care Services National Law Act 2010 and are encouraged to participate in professional development too broaden and upgrade their skills. The Director is responsible for the overall management of the service. The service maintains correct staffing ratios at all times as defined by the Education and Care Services National Law Act 2010. Educators are responsibly trained in providing care and education programs in early childhood settings. Programs are continually evaluated to ensure they meet the developmental needs of the children in the group. All educators hold a current First Aid and C.P.R. Certificate as well as emergency management of Asthma and Anaphylaxis. Additional educators may be employed to assist children with special needs.



# PARENT INVOLVEMENT

We would like to extend a warm hand of friendship to all our families and we hope in our service families feel welcome anytime. Working together sends strong positive messages to your child that you support them and are part of the child care environment. There are many levels of involvement, we appreciate that time is of a premium for all parents, but we are happy to accommodate any form of help. Educators sincerely wish for you and your child to be happy and feel welcomed at our Centre. Be aware that a three-way relationship between parents, educators and the child exists in this setting. Communication is the vital ingredient to the success of this partnership.

**Parent involvement is warmly welcomed. You may assist in a variety of ways;**

- Excursions
- Fundraising
- Attend special activities and functions at the service
- Volunteer time
- Suggestions for programming
- Feedback of service
- Attend Parent/Teacher nights

Siblings are always welcome in our service when children are being dropped off or picked up, however, educators cannot assume responsibility for them.

## **PARENT CONCERNS**

Parents are requested to raise any concerns they may have regarding their child's care with the Educational Leader in the first instance. If you have any concerns please do not hesitate to consult with the Director, so that appropriate action can be taken. If parents would like to contact the Operations Manager about any unresolved or sensitive issue they may phone Julie Watts on 0433449600.

Further to this, parents are encouraged to contact the Licensees, which can be done writing to Licensee Sam Feng, PO Box 4449, Eight Mile Plains, Qld, 4113. You have the right to contact your local Office for Early Childhood Education and Care on 1800 637 711.

Any form of verbal or physical abuse to staff and management will result in your child's care being immediately cancelled.

# ADDITIONAL NEEDS

Before enrolling your child at our service, it is important to discuss with us any additional needs your child might have and how we can meet them.

Planning for children with additional needs requires careful thought and often the assistance of specialists. It is important to know how the specific needs may or may not affect the child's learning and activities.

This information will help us to meet the needs of the child and seek assistance from specialist and support workers. Please help us provide good care for your child by bringing to our attention any additional needs or problems your child may have.

## **PRIORITY OF ACCESS**

In some locations, the demand for child care sometimes exceeds supply. In these circumstances the Australian Government has Priority Access Guidelines that we as a long day care service must follow.

- **Priority 1:** A child at risk of serious abuse or neglect
- **Priority 2:** A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- **Priority 3:** Any other child

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

- Children in Aboriginal and Torres Strait families
- Children in families which include a disabled person
- Children in families on low incomes
- Children in families from culturally and linguistically diverse backgrounds
- Children in socially isolated families
- Children of single parents

# WHAT TO BRING

## INFANTS

- Preferred Formula
- Required number of bottles for the day
- 2 complete sets of clothes
- Dummy if required
- Water bottle / sippy cup
- Blanket or comforter

## TODDLERS (15 MONTHS - 3 YEARS)

**Parents of toddlers need to bring the following items in a bag:-**

- Two complete spare sets of clothes, training pants if toileting
- Items the toddler is attached to, ie. Dummy, teddy bear, etc.
- A water bottle
- Sheets and Blankets to fit a 130cmx58cm bed

## 3-5 YEARS

**Parents of children in this age group need to bring the following items in a bag:-**

- Drink bottle
- Sheets and Blankets to fit a 130cmx58cm bed; and
- Two changes of clothes

## CHILDRENS CLOTHING

**Do not** send children in good clothing. Play clothes that can become a little dirty, that enable uninhibited play and that can be easily managed by the child are best.

Children should be dressed according to climate. For example, light cotton clothing that will provide protection from the sun and sandals are best in summer. In cooler months, warmer clothing layers that can be taken off as the day warms up, with shoes and socks, are most appropriate.

If possible please ensure all items brought to the centre are **CLEARLY LABELLED/MARKED.**

# CENTRE FEES

On enquiry at the centre, you will be given information outlining the fee structure and the method of payment. Families can choose how they would like to pay for their fees this may be via Eftpos, Cash, or Electronic Funds transfer.

It is a policy of the service to have all fees paid weekly, fortnightly or monthly in advance. Failure to pay fees in advance may lead to cancellation of your child's enrolment. If you have trouble paying your fees, please do not hesitate to contact the Director, as we may be able to help.

We require advance notice of any cancellation/change to your booking to enable us to fill the place in good time. Fees may be charged in lieu of notice. To aid in the payment of childcare fees, the Department of Human Services (DHS) has provided access to Child Care Benefits. Registering with your local DHS can activate this. Parents please note it is your responsibility to apply for these schemes, to follow the relevant guidelines and to notify the service of any changes in your circumstances.

## Fees

A bond of \$70.00 is required before a child commences at the service.

\$50 is refundable when your child's bookings are ended providing no fees are owed.

\$20 covers your child's first hat and photo USB.

Once a booking has been entered into fees are payable and this includes absences. The reason for this is that we staff the service according to our bookings wages and utilities need to be paid regardless of your child being in attendance.

## CHILD CARE SUBSIDY



**Child Care Subsidy** is a subsidy provided by the Commonwealth Government to approved long day child care centres, family day care schemes and occasional care services. This subsidy is then used to reduce the amount that parents are required to pay to the centre.

To make a claim families need to have a MyGov account and it be linked to Centrelink.

## SEPARATED PARENTS

If a child's parents are separated and both individuals are liable for part of the costs, then each individual will need to make their own claim for CCS.

## ALLOWABLE ABSENCES

Allowable absences occur when your service can charge a fee for care and claim Child Care Subsidy when the child is not present. The allocation of 42 absences per financial year in which CCS can be paid relates to each child. Not each parent when there are shared care arrangements. In addition, Child Care Subsidy will be paid for all absences due to:

- Illness (with a medical certificate)
- Attendance at pre-school
- Pupil free days
- Rostered days off, or
- Rotating shift work

## CHILD'S ILLNESS

If a child is absent due to illness, your gap fee is payable for that day.

## LATE FEE

We ask for your co-operation in dropping off and collecting children within our operating hours. If at any time you have an emergency and are going to be delayed, please contact the centre. Educators can then allay your child's concerns and make plans for their own commitments. A late fee may apply if your child is left at the centre after closing time. The late fee is not subject to Child Care Subsidy.

# CENTRE FEES

## HOLIDAYS

The rate is half the daily fee for four weeks per year at your usual attendance rate. For example, if your child attends 2 days a week then you are entitled to 8 days per annum at half the daily fee.

## CHANGES

It is a families responsibility to notify the centre of any changes to the child's enrolment. Two weeks notice is required to end your enrolment or decrease required days of care.

## DROP OFFS AND PICK UPS

An authorised person known to the Director and/or the Responsible Person in Charge must bring children into the centre. Only authorised persons (as indicated on the Enrolment Form) will be allowed to collect children from the centre. Please notify the Director in writing of any changes regarding the adult who is collecting your child. An adult other than one known to the centre requires identification (preferably photographic). Parents with custody orders must provide a copy to the Director.

In the case of a non-custodial parent arriving to collect the child, the Director will attempt to explain that they cannot take the child it may be decided to contact the police and provide the copy of the order for the police to enforce.

Should a non-custodial parent who seeks access to a child then become in any way violent and a Director feels that educators and the children at the service are in grave danger the child maybe released to prevent a catastrophic event from occurring. This would only happen if all other measures have failed in protecting the welfare of others in the building. The police will be immediately be notified.

## EXCURSIONS

Excursions and performances will be arranged from time to time as part of your child's experience at the centre.

Parents are encouraged to attend at any time and must sign and pay for their child to participate.

The excursion slips will be on display for parents to complete when the need arises. Children who are unable to attend the excursion will remain at the centre with another group.

### **The ratios we use for excursions are as follows;**

- 1 adult for each 2 children aged 0-3
- 1 adult for each 4 children aged 3-5
- 1 adult for 8 children old enough to attend school

## STUDENTS, VOLUNTEERS AND VISITORS

From time to time, you will see new faces at the centre.

Relief educators and volunteers are screened before participating in our daily activities and must adhere to our philosophy whilst at the Centre.

At no stage will a volunteer worker be left in charge of a group of children. However, they will interact with the children, giving help and attention as needed.



# CHILD CARE & DEVELOPMENTAL CONCEPTS

## **Our service provides child-centred developmental programs.**

The programming is based on observing children on a regular basis, evaluating their needs and planning activities from these observations. We aim to develop programs to meet the children's needs and therefore enhance individual development. Each child will be pace guided to develop at an individual pace according to his or her unique, individual way. Programs are evaluated on a regular basis.

## **The skills that the curriculum is based on through the service are:**

- Fine motor (small muscle development eg. Manipulation)
- Gross motor (large muscle development eg. Running, jumping)
- Social (learning to work cohesively with others)
- Emotional (self-esteem, self-worth)
- Cognitive (thinking, problem solving)
- Language (speaking, communicating)

Educators are developing programs that are supported by the **Early Years Learning Framework** for children aged 0-5 years, or the **Queensland Kindergarten Guidelines** for children aged 3-5 years and **My Time Our Place** for school aged children. The curriculum starts with the children's interests and includes principles of respect, responsibility and community. Routines and programs are displayed in each room. They are available for you to peruse and we invite your contribution. Please speak to your child's Lead Educator who can give you more information. For a more formal meeting do not hesitate to ask.

## **IMPLEMENTATION OF PROGRAMS AND ROUTINES**

Indoor and Outdoor experiences are an integral part of our program and routine. Play is central to children's development by providing opportunities for both structured and spontaneous activities. Play is a child's unique way to learn about their world. It is also a means of expressing knowledge from previous experience. We aim to provide opportunities for boys and girls to play freely regardless of any stereotype roles they may choose.

Routines give children a sense of the passage of time as they move through the day.



## **ENCOURAGING GOOD HYGIENE PRACTICES**

Educators model and encourage children to develop personal hygiene through washing hands after play, toileting, nose blowing and before eating. Children are encouraged to cover their mouth when coughing or sneezing. Educators use gloves for nappy changing and in the preparation of food.

## **TOILETING**

Educators encourage children in maintaining good hygiene practices ie. Hand washing with soap and drying or wiping hands when complete. Children are encouraged to go to the toilet individually. During toilet training, staff will endeavour to support efforts made at home. Hygiene is very important to us....educators clean toilets and floor areas several times a day.

## **NUTRITION**

There is now clear evidence that childhood nutrition has a lasting effect on many aspects of health. Children need fresh, nutritional food and well balanced meals. At Play and Learn our cook will provide delicious meals each day. Your service Director will order the food online that will be delivered each afternoon for the following day. Our cook provides a wonderful range of different nutritionally balanced foods for all age groups and allergies and food intolerances are managed easily and individually.

## **REST**

All children are required to have a special time to relax or rest during the day. It enables them to gather their thoughts and strength for the rest of the day. It is our Policy that if a child falls asleep, they are in need of a rest and will not be woken unless requested by parents personally. Some children may not need sleep, but will be encouraged to rest their bodies on their beds for a short period. Quiet activities will be available for selection.

# BEHAVIOUR MANAGEMENT

Our child behaviour management strategies are centred around the importance of respect and dignity for the child, acknowledging and accepting children's feelings and encouraging these feelings to be expressed.

## **Steps that we take towards establishing good behaviour management include:-**

- Setting and maintaining appropriate limits of behaviour
- Explaining the appropriate uses of materials and equipment
- Reinforcing positive behaviour with praise
- Explaining why a behaviour is inappropriate or unacceptable and providing acceptable options
- Offering children choices and encouraging decision making, and
- Setting realistic expectations which are age and stage appropriate

It is often important to remember that what works for one does not always work for all.

## **BITING**

Biting is not uncommon in young children. Children who bite usually do so because they are frustrated or angry. They often act impulsively and quickly, being too young and immature to think of other choices or consequences. They usually bite because their language skills are not good enough to say what they want. Teething may also be a cause of biting. Biting is most frequent in the 13 – 30 month age bracket. When biting occurs, it is often VERY distressing for parents. If your child is bitten, you will probably feel angry. If on the other hand your child is the biter, you may feel uncomfortable. Please remember that this is a natural phase of development for some children, and will be dealt with in an appropriate manner by the Lead Educator and Director.

## **AGGRESSION**

A certain amount of aggression is normal in young children. Many children cannot control their strong feelings and act impulsively. They are not able to understand the consequences of their actions. We try to empower children with skills in dealing with aggression by talking about it.

# HEALTH & HYGIENE

## HEALTH

Epidemics of infectious illnesses such as Whooping Cough, Diphtheria, Poliomyelitis, Measles, Mumps and Rubella have been rare in Queensland in recent years because most people in the community have been immunised against them. These diseases do continue to exist in our communities and unimmunised children are not only at risk themselves, but also put other children at risk. National Health and Medical Research Council has endorsed the use of Hepatitis B vaccine (HBV) for all infants. HBV should be administered at birth, 1 month and then again at 6-12 months of age. We feel sure you will agree that the problem of sickness and infectious diseases is very serious where so many children are in constant contact with each other. It is extremely difficult for educators to provide the appropriate care for children who are ill, and still give attention to the rest of the group. When children are sick they need more attention, as well as quiet, warmth and rest. It is impossible to give a child who is placed in a group situation this type of care, as it requires educators to lessen their involvement with the remainder of the group.

### **THEREFORE, WE REQUEST THAT CHILDREN WHO ARE SICK ARE NOT BROUGHT INTO THE CENTRE.**

Please don't feel that we're going to phone you at every sign of a "sniffle" etc, but if we feel your child is in need of medical attention or would benefit from being home or somewhere quiet, we will contact you to inform you of your child's condition. We do appreciate your need to be at work, therefore if you are not able to collect your child, please arrange for someone else to do it. The educators in the centre are not qualified to diagnose your child's condition, they can only voice their concern and suggest what the problem is, using their knowledge and experience from working with children.

# CHILD IMMUNISATION SCHEDULE

	Dip	Tet	W/C	Polio	MMR	Pneu	Menin	HIB	Varic	Hep	Rota Virus	Per-tussis	Influenza
Birth										✓			
2 Mths	✓	✓	✓	✓		✓		✓		✓	✓	✓	
4 Mths	✓	✓	✓	✓		✓		✓		✓	✓	✓	
6 Mths	✓	✓		✓		✓		✓		✓	✓	✓	✓*
12 Mths					✓	✓	✓						
18 Mths	✓	✓			✓			✓	✓			✓	
4 Yrs	✓	✓		✓								✓	

The following is a list of the most common infectious diseases and their exclusion periods:

Condition	Exclusion of Cases
Campylobacter	Exclude until diarrhoea has ceased for at least 24 hours.
Chicken Pox	Exclude until all blisters have dried. This is usually at least five days after the rash first appeared.
Conjunctivitis	Exclude until discharge from eyes has ceased
Diarrhoea	Exclude until diarrhoea has ceased for at least 24 hours.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs; the first not less than 24 hours after finishing a course of antibiotics and the other 489 hours later.
Hand, Foot and Mouth Disease	Exclude until all blisters have dried

# INFECTIOUS DISEASES

Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.
Hepatitis B	Exclusion is not necessary.
Herpes Simplex (Cold Sores, Fever Blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry.
Human Immuno-Deficiency Virus (HIV AIDS Virus)	Exclusion is not necessary unless the child has a secondary infection.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a water-tight dressing.
Influenza and Influenza-like illnesses	Exclude until person is well.
Leprosy	Exclude until approval to return has been given by health authority.
Measles	Exclude for at least four days after the onset of the rash.
Meningitis (Bacterial)	Exclude until well and has received the appropriate antibiotics.
Meningococcal Infection	Exclude until appropriate antibiotic treatment has been completed.
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.
Ringworms, Scabies, Pediculosis (Lice), Trachoma	Re-admit the day after appropriate treatment has commenced.
Rubella (German Measles)	Exclude until fully recovered or for at least four days after the onset of rash.
Streptococcal Infection (Including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for five days after starting antibiotic treatment.

# SICKNESS & HEALTH

## CLEARANCE LETTER

A clearance letter from your child's doctor may be required if we have any doubt of your child's suitability to return to the Centre.

## DIARRHOEA AND VOMITING

Diarrhoea and vomiting are potentially contagious and it is our policy that if your child is suffering from either of these, regardless of the cause, they must be kept away from the centre.

This means that if your child has a loose motion or vomits before leaving home in the morning the child is NOT to be brought to the centre.

***Our policy is that a child will be excluded for 24 hours from their last vomit or diarrhoea.***

We can appreciate that it may be caused by something the child ate, but we can't be sure. We often find that a child who has been sick in the morning usually repeats this throughout the day or even becomes worse.

If you are in any doubt at all regarding your child's health, and unsure whether to bring your child, **PLEASE DO NOT**, as they are usually not well enough to come.



## **The following symptoms will alert you to the fact that your child could be unwell:-**

- Unusual spots or rashes
- Unusual behaviour (your child is cranky or less active than usual, cries more than usual, feels general discomfort or just seems unwell)
- Feverish
- Conjunctivitis (tears, redness of eyelid lining, irritation, followed by swelling and discharge)
- Breathing trouble
- Mucus discharge from the nose (thick, green or bloody)
- Diarrhoea
- Vomiting
- Loss of appetite
- Sore throat or trouble swallowing
- Infected skin patches
- Severe, persistent or prolonged coughing
- Frequent scratching of the scalp or skin
- Headache, stiff neck
- Yellowish skin or whites of eyes; and
- Unusually dark, tea coloured urine

## **What to do when a child has symptoms?**

- Consult your Doctor
- Keep your child away from the centre so that others are not infected.
- Contact an appropriate educator and enquire if other children are suffering similar symptoms; and
- Consult the centre handbook for exclusion times and procedures in relation to giving medication at the centre.

## **It is important that you report any illness to appropriate educators as this allows them to;**

- Watch for signs of illness in other children; and
- Alert other parents, particularly those who may be at risk themselves or who may have children who are at risk.

## **What will Educators do if your child develops symptoms?**

As soon as educators become aware that your child is unwell, they will contact you. As educators do not have the facilities to take care of sick children adequately for any length of time, and as infection can move swiftly through a group, we will ask you or your nominee to come as quickly as possible. Parents please ensure that the centre has your correct phone number.

# MEDICATION

## MEDICATION

All medication must be clearly marked with the child's name and the dosage clear on the pharmacist's dispensing label. Please do not leave medication of any nature in your child's bag. Instead, medication should be given to your child's Educational Leader or the centre Director upon your arrival at the centre, at which time it will be stored in a designated area out of reach of children. Medications requiring refrigeration will be appropriately stored. Parents will be required to fill out a Medication Form authorising educators to administer the medication.

Prescribed medications will only be administered if the pharmaceutical label is correct and intact. Medication will only be administered following directions on the bottle when parents have signed an authorisation form eg. Dimetapp, Demizon, and Panadol. Should this continue for three consecutive days, it would be advised that the Director ask for a Doctor's opinion rather than continue administering a non-prescriptive medication.

## MEDICAL MANAGEMENT PLANS

Where children have specific medical needs for long term conditions, the child's doctor and parent/ guardian must complete a Medical Management Plan. Such a plan will detail the child's specific health needs including the administration of medication and other actions required to manage the child's medical condition.

Children who have specific health care needs will require a Medical Management Plan which includes communication strategies to be completed with our responsible persons in charge. Families **must legally** supply details about their child's medical history upon enrolment at the service.

**Children with medical conditions must NOT attend the centre if they do not have their medication with them.**



# SAFETY

## INCIDENTS/EMERGENCIES

In the event of a minor incident, first aid will be administered by educators and recorded. If a more serious incident occurs, parents will be contacted immediately. Please ensure the centre has current contact telephone numbers, both for parents and for emergency contact persons. Changes for that day may be left with the Educational Leader or emailed to the Director. In emergency situations, should the person in charge determine the injuries are serious enough, an ambulance will be called immediately.

## EMERGENCY AND EVACUATION PROCEDURES

In case of an unforeseen emergency situation, every effort will be made to contact parents to collect their child. The Centre is fitted with safety devices, which are maintained regularly. Regular fire drills are necessary for regulation purposes. If you are present at a fire drill, you are required by law to participate. Emergency evacuation plans are displayed in the Centre. Educators are familiar with evacuation procedures and policies. Parents and visitors to the centre will be asked to make themselves familiar with the evacuation plan and where hoses and first aid equipment can be found. Every effort will be made to make evacuation procedures enjoyable rather than stressful events for the children. Regular emergency procedures give the children an opportunity to become familiar with the routine and planned evacuation.

## SAFETY

Centre policies on safety precautions are continually re-enforced by educators and children. Such practices include:

- The storage of chemicals in locked cupboards.
- Checking the safety of sandpits and outdoor equipment.
- Children's awareness of personal safety, ie not throwing equipment, walking inside.

## CENTRE CAMERA'S

The centre uses surveillance cameras to ensure the safety of the children and the educators with the centre. Footage can only be viewed by centre management and due to the privacy of other children and educators within the building footage will not be provided to parents in any circumstances.

# NOTICES

## **NOTICEBOARDS/NEWSLETTERS**

Important information will be displayed on notice boards throughout the centre. Newsletters printed regularly provide current news on the centre and its activities.

## **BIRTHDAYS**

Birthdays are special times for children and the centre enjoys sharing the occasion. You may like to help in this regard by providing cupcakes on your child's birthday or the closest day to it. To minimise cross-infection we ask that store bought cupcakes are provided. This allows the service to have a full list of ingredients labeled on the cake, thus ensuring children with allergies can be catered for.

If your child has any special dietary requirements or restrictions, please convey these to the Director and Lead Educator to ensure your child receives the correct nutrition.

REMEMBER we can always arrange celebration time to coincide with your availability to join us.

**Centre Open 6.15am-6.15pm**  
*Closed between Christmas and New Year*

**Ph: (07) 3401 1969**  
**thornlands@playandlearn.net.au**

# PROPERTY

## TOYS AND OTHER TREASURES FROM HOME

We've chosen a wide range of developmentally appropriate equipment and toys for our centre. It would be appreciated if parents can explain to their children that the toys at the centre are for everyone to share and that they cannot be taken home. It would be appreciated if your child could be dissuaded from bringing in toys. Cuddly or security toys are welcome but need to be clearly named.

## LOST PROPERTY

The best approach for lost property is not to accumulate it in the first place!! The centre will teach children to put their belongings in their bag this way everything should be there in the afternoon and make the transition to home happen smoothly. Please ensure you chat with your child about putting the belongings inside their locker – then we won't be searching for things.





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