



Howrah Sunrise
Early Learning Centre

Family Information Booklet

10 Ploughman Road
Howrah, Tasmania, 7018

Ph: 03 624 069 80

Email: info@howrahsunriseelc.com.au

Website: www.howrahsunriseelc.com.au



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WELCOME TO HOWRAH SUNRISE EARLY LEARNING CENTRE

We are a Government-approved long day early childhood education and care service.

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

Howrah Sunrise Early Learning Centre has a comprehensive set of policies and procedures in accordance with government regulations. They are available for perusal in the front foyer and around the centre.

This booklet is designed to give you an overview of such policies and procedures, and provide all the information you need to know in making the decision to entrust us with your child.

Confidentiality

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

All information provided by families is maintained in locked drawers and accessed only by the director and management.

About us

Our commitment is to:

- Children
- Families
- Educators
- Community
- Environment

Howrah Sunrise Early Learning Centre is owned by Tasmanian Child Care Centres Pty Ltd, a privately owned company operating solely in Tasmania. It is management's objective to provide an extremely high standard of professional early childhood education and care at our services. The company and educators respect and work closely with relevant Government departments and the community to ensure we achieve this mission.

All members of our management team have accumulated a large wealth of experience. Importantly, they are 'hands-on' operators who take personal responsibility for the operations of the centre and the care of children entrusted to them.

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

Management's strong view is that, as professional providers of services in the early childhood education and care sector, we should involve and utilise the vast experience in care and education offered by the respective sector authorities. These authorities are informative and

helpful, and we encourage families to contact these authorities, should they have concerns or require assistance.

Our mission

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

Our company philosophy

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

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

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

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

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

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

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

We have a professional team of educators who are continually seeking ways to build their professional knowledge and work together within the wider education and care industries to develop a learning community. Our educators are involved in ongoing cycles of critical reflection of philosophy, ethics, and practice. This allows us to examine what is happening in our service, and provides opportunity for reflection on what we are doing well and what we might change to achieve the best possible outcomes for children, families, and educators.

We will ensure the governance of the centre embraces the appropriate decision-making people from the Service Provider, Nominated Supervisor, educators, and all stakeholders, including families, so that stewardship for overall compliance of the centre's philosophy and duty of care is undertaken professionally.

Our centre philosophy

Here at Howrah Sunrise Early Learning Centre, our philosophy guides our practice and its implementation. It is underpinned by our vision, mission, and values.

We value children as active learners with the right to be heard, as they are our community of the future. We are informed by children's voices, interests, and needs when creating our educational programs and learning environments and guided by the Early Years Learning Framework.

Relationships are the foundation of our practice, and we value and respect the uniqueness and diversity of each individual child, family, and educator. We believe strong partnerships can create positive outcomes, and continuity across the service is paramount to the success of these relationships.

To ensure enriching experiences for children, a collaborative and holistic approach is vital, along with constant reflection for improvement in all that we do. Consistent growth and development are an integral part of providing a service which is responsive to children, families, educators, and community.

We value the richness that comes from sharing personal experiences, talents, strengths, and culture. We believe that all children, families, and educators have the right to be included and supported, and as such, we are an all-inclusive centre.

We acknowledge and value the traditional and original owners of this land, the muwinina people, and today's Tasmanian Aboriginal people, who are the custodians of this land on which we care, educate and work. We will endeavour to be proactive in being culturally competent, demonstrating this in our everyday practice and striving to create an environment of safety and equity.

Centre-wide goals

All children

We aim to:

- Encourage all children to participate in experiences and environments that cater to all areas of development and promote the outcomes in the **Early Years Learning Framework (EYLF)**:
 - Having a strong sense of identity
 - Being connected with and contributing to their world
 - Having a strong sense of wellbeing
 - Being confident and involved learners
 - Being effective communicators

All families

We aim to:

- Encourage all families to participate in our program and share their knowledge and experience.
- Encourage supportive relations between educators and families to build mutual understandings and provide consistency in children's care.

All educators

We aim to:

- Provide a developmentally appropriate, enjoyable, and educational program for all children that promotes a sense of belonging, being and becoming and contributes to achieving the learning outcomes as outlined in the EYLF.
- Professionally promote the centre while actively participating in community happenings or industry events and show a strong united team.

Daily operations

We aim to:

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

Community

We aim to:

- Develop and implement programs to meet the changing educational needs of all children in the community.
- Positively promote the service that our centre provides to the families in the community and offer many opportunities for input and participation from family and community members.

Industry

We aim:

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

Service approval

Our centre has service approval for one hundred and twenty-nine (129) children, aged from 6 weeks to 5 years.

Assessment and rating

Within the first six months of opening, the centre will complete the Assessment and Rating process under the National Quality Framework.

Hours of operation

The Centre is open from Monday to Friday between the hours of 6:30am and 6:30pm each week, excluding public holidays.

About the rooms

Room Names	Ages	Capacity	Fees
<i>Babies I</i>	6 weeks - 12 months	12	\$128 a day
<i>Babies II</i>	12 months- 18 Months	12	\$128 a day
<i>Junior Toddlers</i>	18 Months- 2.5 years	20	\$128 a day
<i>Senior Toddlers</i>	2 years - 3.5 years	25	\$125 a day
<i>Pre-kinder</i>	2.5 years - 3.5 years	30	\$125 a day
<i>Pre-school</i>	3.5 years - 5 years	30	\$125 a day

Our educators

Educators have been selected due to their skills, knowledge, and experience within the early childhood field. They are suitably qualified for the position that they undertake and are approved by the appropriate government departments.

We look for educators with suitable qualifications, who show a genuine interest in caring for and educating children. Educators selected must be committed to providing quality education and care and show a true commitment to the children and families within the centre. Whilst we encourage educators to make a long-term commitment to their position within the centre, it is appreciated that changes to the educators in the various rooms will be made from time to time.

This will enable the variety of strengths, talents, and interests that each educator can contribute to the centre and children's learning programs to be utilised across the centre. Importantly, children will benefit from this diversity.

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

Orientation

Once a new family has accepted a position for their child or children at the centre, an orientation visit will be organised at a time that suits both the family and the centre. The new family will be given a tour of the centre and introduced to educators by the centre director. Family members will be able to speak to the educators in their child's room about any specific needs and the developmental level of their child. Educators will explain communication methods, routine, and educational program for the child's group. The centre director will explain about signing children in and out of the centre each day using the Qikkids Kiosk, the fee structure, Childcare Government Subsidy (CCS), location of accounts, how to pay fees, and return of receipts.

Policy compliance

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

Families are encouraged to provide feedback in centre policy development. The director will actively display policies on the family information board for comment and feedback.

Communicating with us

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

Families need both formal and informal ways of communicating the areas where the centre and educators excel, as well as those areas that need improvement. Families are encouraged to speak to the centre director or management about any concerns they may have before they escalate. All rooms have communication sheets where parents can exchange messages with educators.

Families are continually communicated with regarding their child's activities, learning stories, and various functions and events via the online documentation platform.

The centre also issues newsletters advising of upcoming events and changes in the centre's operation, once every two months. Newsletters are made available to families and are situated within all rooms of the centre, as well as in the front reception area. All feedback assists the centre's growth and facilitates continual improvement.

Family grievance procedure

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

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

Families are able and encouraged to contact the director or the Approved Provider if they feel their issues have not been resolved appropriately at the centre level. Families can also contact the Education and Care Unit if they feel an adequate resolution has not been reached by the centre.

Safety

Your child's safety is of paramount importance to us. Our centre has strict policies regarding children's safety. All external gates have safety latches, and it is requested that these are kept closed when not being used. We ask that you assist us by keeping all doors and gates firmly shut after you when arriving at or departing from the centre.

A detailed indoor and outdoor hazard safety checklist is completed daily before children arrive.

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

We would appreciate families' assistance in ensuring children's clothing and footwear is chosen with safety and function in mind. For example, jewellery can be a danger to young children, and thongs may present a tripping hazard.

Children are taught and encouraged to follow basic safety rules in and around the centre.

Priority of Access

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

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

Priority 1 – a child at risk of serious abuse or neglect

Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999.

Priority 3 – any other child.

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

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

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

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

Arrival

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

Please ensure you notify an educator of your arrival. Initially, you are encouraged to stay and play with your child while they are still settling into the care environment. Sometimes children will experience a stage of separation anxiety, where they may become distressed when you leave. We understand that this can be a heart-wrenching time, but experience has shown that children settle quite quickly after parents depart. We suggest that you always say goodbye to your child, tell them you are coming back, and leave promptly. If your child does not settle, we will always contact you. You are welcome to call or email the centre for reassurance at any time.

Departure

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

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

Regulations require an authorised person (as indicated on the enrolment form) to collect your child each day. Only when prior arrangements have been made with the director will children be

allowed to go home with unauthorised persons. The unauthorised person will need to carry and present photo identification.

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

In the unlikely event that a child has not been collected by an authorised person by 6:30pm, the centre will adopt the following procedure:

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

Signing in and out

It is absolutely essential that you sign your child in and out of the centre on their days of attendance, as Centrelink can access this data.

Firstly, should there be an emergency at the centre, the Sign In and Out QK Kiosk will provide a quick overview of all children present at that time.

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

Thirdly, you will not receive the Child Care Subsidy (CCS), as this will not be paid to the centre for some time when the child's attendance or absence (on booked days) is not signed for by the appropriate family member. This means that full fees will be payable for those days that CCS is not paid.

Enrolment procedure

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

Alterations and withdrawals

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

Absence and illness

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

Please be aware that:

The Child Care Subsidy (CCS) carries restrictions on how many absences can be had before the entitlement to the Subsidy for absences ceases. Each child is allowed 42 days of allowable absences per year (1 July to 30 June). Every absence must be verified by a parent to enable CCS to be paid for that absence. The reason for the absent day will be noted on the childcare management system QikKids and when you next sign-in at the service an absent verification will need your authorisation before your procedure to sign in your child.

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

Fees and payment of accounts

You will be advised what your fee payable is after considering any application of the Government Child Care Subsidy at your child's initial enrolment, at the commencement of each year, at any change of enrolment, whenever fees are amended at the centre, and whenever your CCS changes.

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

You will be provided with a statement each fortnight which will indicate which fees you have been charged for care, and the payment amount to be direct debited from your nominated bank account or credit card. Statements are preferably sent to families by email, but can alternatively be printed and sent home with children.

Fees are to be paid fortnightly on a Friday, as preferred by the service, and any unsuccessful direct debits must have alternative arrangements made within 3 days.

Procedure for payment of fees

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

- Direct Debit (Debit Success) – Automatic payment created

**EFTPOS (for debit or credit cards) will be available to resolve outstanding debt.*

Late collection fee

The centre closes at 6:30pm sharp. Any extension beyond this time is costly, due to government regulations and staffing requirements. Staff will remain in the centre until all children have been collected. A late fee of \$25 for each 15 minutes, or part thereof, will be charged when a child remains at the centre after 6:30pm. For example, collecting a child at 6:45pm will incur an additional \$25 fee; collecting a child at 6:50pm will incur an additional \$50 fee.

If a child has not been collected by 7:00pm and no notification has been received from the family, the child's emergency contact will be requested to collect your child. If no contact can be made, then the appropriate government authorities, including the police, must be contacted.

We therefore ask that you notify us if there is any possibility you will be late collecting your child.

Government subsidies

As of July 2, 2018, the Federal Government introduced changes to the subsidy paid to parents to assist in offsetting early childhood education and care fees.

The new Child Care Subsidy (CCS) replaces the former CCB and CCR payments. This new payment is referred to as the CCS payment, or simply CCS.

CCS is paid directly to the education and care service, and guidelines that determine the amount of subsidy paid incorporate the following factors.

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

CCS assists with education and care fees, covering long day care, before and after school care, and vacation care where families qualify for assistance.

All primary caregivers must be registered with a Centrelink 'MyGov' account. If you do not have an account, you will need to create a 'MyGov' account with Centrelink.

The Government websites that can be accessed are as follows:

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

Should you have any concerns, our director will be able to assist you wherever possible.

If you are eligible for the CCS, you may also be eligible for additional subsidies provided by Centrelink. There are subsidies available for grandparents who provide at least 65% of care for a child and are on another income support payment, people who are in the process of transitioning to work and whose family income falls below the specified threshold, and people who have experienced temporary financial hardship in the past six months, including job losses or reductions due to COVID-19, the death of a partner or child, or issues involving family and domestic violence. You can claim any additional subsidies you may be entitled to at the same time you claim for CCS. For more information, please see the Services Australia website or contact Centrelink.

Holidays

Two weeks' notice is required prior to your child taking holidays. Notified holidays are charged at a discounted rate to hold the booking, on the condition that all fees are paid up to date. This

holiday rate will only apply for four weeks per year (20 working days). No charge applies for Christmas Day and Good Friday public holidays; all other public holidays are charged as a normal booking.

Parents receiving the Child Care Subsidy (CCS) will receive a 50% credit of the gap fee. Parents not receiving the subsidy will receive a 25% discount on holidays.

Children's nutrition

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

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

Weekly menus will be on display for families. If your child has specific dietary requirements, such as vegetarianism or veganism, or has an intolerance and/or allergy to any foods, please ensure you have stated this on their enrolment form and consulted the director or lead educator in your child's room.

If you have a specific food requirement based on own preference for your child, we are happy to consider if we can meet this need during your enrolment process, if we are unable to cater to your specific food requirements such as: preservations in foods, religious beliefs, dislike for products etc then we will kindly ask that you provide your child/ren own lunch box with food for Morning tea, Lunch, Afternoon Tea. Our service can never guarantee that our food products don't have something that could potentially harm a child if they have an undiagnosed allergy or intolerance.

Water will always be available, and children are encouraged to drink water, particularly during hot weather. Water bottles will be refilled when necessary. We ask that all drinks provided by families contain plain milk or water only.

Birthdays are special times in a child's life, and we enjoy celebrating these times at the centre. Families are very welcome to come and share in the celebration. We do ask that healthy alternatives (such as fruit/savoury muffins or fruit and vegetable platters) be brought in place of cakes and cupcakes, and that any food brought in has a full list of ingredients so we can identify any allergens. Please feel free to speak with our centre director for any further discussion or clarification.

The centre is a Move Well, Eat Well centre. For more information, please see lead educators or the centre director, or displays in the centre.

Please note that we are an allergy aware centre.

Breastfeeding

Returning to work is recognised as a barrier to breastfeeding, and often coincides with the commencement of care. Early childhood education and care services therefore play an important role in supporting the continuation of breastfeeding during the first six months and

beyond. Our service is guided by the recommendations of the Infant Feeding Guidelines (2012) and Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood (2013).

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

Nappies

Nappies and wipes are provided each day for all children who are not toilet trained as part of the daily fee. If your child requires different wipes due to sensitivity, allergy, or other reasons, we kindly ask that you provide these.

Family involvement

Families are always welcome in our centre. Family help and participation sends a strong message to your child that you support them and are part of their early learning environment.

We appreciate that time is of a premium for all families, but we are willing to accommodate any form of involvement you may wish to or be able to provide.

Some of these activities and involvement include:

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

Any family or community member who would like to participate in our program is required to have a verified Working with Vulnerable People card. You can apply for a card at www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people

The cost for a Volunteer only card is \$19.44.

Toys from home

We discourage children bringing their own toys from home as this may cause disagreements with other children, and toys may get lost or broken. We understand that some children use toys or comforters to feel safe and secure in their environment here, and in these cases, we will of course make exceptions to this; however, we accept no responsibility if they are misplaced.

Accidents and emergencies

The centre aims to provide a safe and secure environment for all. In the unlikely event of an accident or emergency involving a child, the centre will immediately attempt to contact the family. Failing this, persons recorded as emergency contacts will be notified. In the event that none of these people are available, the centre reserves the right to call an ambulance for treatment; however, please rest assured we will make every effort to contact you or an emergency contact.

Any costs incurred for emergency medical treatment will be the family's responsibility.

Clothing

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

Hats are provided by the centre.

ALL ITEMS MUST BE CLEARLY MARKED WITH YOUR CHILD'S NAME.

The centre keeps a lost property box inside each room. Our centre and educators cannot be responsible for items that have been lost if they were unnamed.

National Quality Framework

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

The National Quality Standard consists of seven quality areas, each with its own individual standards and elements.

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

All quality areas, standards, and elements are individually assessed by the Department.

Behaviour management

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

Behaviour management techniques used at the centre includes:

- Modelling good behaviour
- Being firm and consistent
- Avoiding conflict by being observant of children
- Praising acceptable behaviour
- Ensuring children are actively involved with interesting and challenging activities
- Being positive and encouraging children to co-operate
- Providing choice
- Communicating clearly
- Diverting children's attention

The technique chosen will depend on the child's developmental stage and the details of the individual situation.

Children's transition to school

Educators in the 4-to-5 year old age group will actively observe, plan, and evaluate the children for skills and knowledge necessary for a smooth transition to formal schooling. Educators will liaise with parents/guardians about the child's development and readiness for transition to school throughout the year.

Upon request, educators can prepare a transition to school report to be sent to the school that the child will be attending the following year.

Excursions

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

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

Expulsion and exclusion

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

Children at risk (child abuse)

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

Our educators have a duty of care to monitor the health and wellbeing of all children in their care. Educators are mandated to report their suspicions and supporting evidence or grounds, firstly to the director, and then the relevant state department for further investigation.

Regarding custody issues, parents must inform the centre when there is a custody issue. Educators will maintain a non-judgmental approach with both parents. If there is a custody or protective order in place, you must provide the centre with a copy of this. Educators are legally required to follow these orders and inform the police if any violations occur. Educators cannot follow any other family instructions unless these are supported with copies of the above legal documents.

Hygiene

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

The centre also adheres to a COVID-19 action plan and policy which aligns with government policies and procedures,

Fire and evacuation procedures

An emergency evacuation plan is displayed in each room. Fire drills are held monthly to ensure that evacuation, in the unlikely event of an emergency, is both prompt and safe.

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

Immunisation

For the health and safety of all children at the centre, we ask that you present your child's immunisation record at enrolment and keep these updated accordingly. The Federal Government has introduced the *No Jab, No Pay* policy.

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

Infectious disease

Families must inform the centre director if their child has been exposed to any infectious diseases for the safety of children, educators, and expectant mothers. Children who are ill will be excluded from the centre. Centre fees must be paid while children are sick to hold a child's

position. A doctor's certificate is required for re-admittance if the child has been suffering from an infectious disease.

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

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

Parents should be alert to the following:

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

Please be aware of your responsibility to your own child, other children, and educators at the centre. We ask for your consideration and understanding that infection spreads quickly when children come together in groups.

Information sharing

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

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

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

Incidents and accidents at the centre

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

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

Families will be notified of any injury to a child, either by phone during the day for serious incidents, or at the end of the day if it is more minor. First aid will be administered if needed, and medical assistance will be obtained if necessary. Families are asked to give permission for emergency medical aid during the enrolment process. An Incident and Accident Form will be completed, and family asked to sign this report at the end of the day to verify that they have been notified of the incident.

Medication

Our policy on administering medication to children while at the centre not only considers the wellbeing of children, but also the legal protection of our educators. Although educators have First Aid Certificates, they are not trained nurses and therefore do not have formal qualifications to determine the appropriate administration of medication.

Whenever possible, medication should be administered at home; however, where this is not possible:

- Families must complete the medication sheet situated in each room.
- Medication must be given to the appropriate educator to be stored safely away from children.
- Educators will only give prescribed medication where they are able to follow the pharmacist's dispensing label. This must show the patient's name, medication name, dosage, frequency, dispensing instructions, and expiry dates.
- If a child requires a dosage of these medications that varies from the label, educators will not be able to administer the medication.
- Educators may administer an initial dose of child Panadol for high fever when the child's temperature is 38.0°C or above, and for teething pain when a medication form has been completed by the parent. In cases where no written permission has been given, educators will obtain verbal permission over the phone before an initial dose is given. Child Panadol will only be administered to children between the ages of three and five years old at the discretion of centre management when family member cannot be contacted.
- Child Panadol will not be administered to a child three months or younger. In instances where a child is three months old or younger and has a temperature of or exceeding 38.0°C, a family member will be contacted. If this is not possible, a doctor will be called, and, if necessary, an ambulance will be called.

SunSmart

Australia has a high occurrence of skin cancer, as the ultraviolet rays of the sun can cause skin cancer and damage to the eyes. The centre's SunSmart policy will always be followed. The amount of time that children and educators spend outside will be monitored, and activities will be set up in shaded areas. All children, educators, and visitors are to wear hats and sunscreen (SPF 30+) when in the centre's outside area. Sunscreen will be applied 20 minutes before going outside, and reapplied as needed. It is recommended that children wear long-sleeved clothing.

'SLIP, SLOP, SLAP, SEEK AND SLIDE'

Photography of children

There are many achievements that children obtain during the day that are difficult to capture. Artwork can be displayed around the rooms, and sometimes construction creations are packed away at the end of the session. Photography is a way of capturing these important successes for children. Educators will photograph of children's work and achievements throughout the day to display within the centre, and for discussion with families via our online system.

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

Students on placement at the centre **cannot** photograph the children unless separate consent has been obtained from the family first.

Rest times for children

During enrolment and orientation, educators will consult with the family to find out the child's normal pattern for sleep and rest to provide continuity in care. Educators will follow individual sleeping and rest patterns for babies and toddlers, and sit with infants and toddlers to settle them for sleep. Sleeping times will be recorded for families.

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

Educators will set a quiet and comfortable atmosphere for children at relaxation, rest, and sleep time - quiet music, dim lighting, a favourite blanket, or soft toy to help them settle into sleep within a temperature-controlled environment. Cot rooms will be physically checked every 10 minutes by an educator, and this will be recorded on the Safe Sleep Record.

Older children may choose to stay resting or move on to quiet activities, such as books, puzzles, drawing, meditation, and mindfulness, away from resting or sleeping children.

Road, stranger danger, and personal safety programs

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

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

On occasions we may invite organisations in, such as [Bravehearts](#), to share their educational program with children, educators, and families.

Screen time for children

We believe the changing nature of children's learning development in an educational setting requires providing children with the opportunity to gain technology awareness and basic skills, which will enhance their learning experiences from computer-based programs.

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

We are guided by the *Australian 24-Hour Movement Guidelines for the Early Years (Birth – 5 years)* regarding the use of screen time. These recommendations are that:

- **Babies** (0-1 years): screen time is not recommended
- **Toddlers** (1-2 years): for those younger than 2 years, sedentary screen time is not recommended; for those aged 2 years, sedentary screen time should be no more than 1 hour; less is better
- **Pre-schoolers** (3-5 years): sedentary screen time should be no more than 1 hour; less is better.

For all children between the ages of birth and 5 years, it is recommended that they are not restrained for more than an hour at a time – this includes being in a stroller, car seat, or highchair – or sitting for long periods of time. When children are sedentary, caregivers are encouraged to engage them in pursuits such as reading, singing, puzzles, or storytelling.

Australia's Physical Activity and Sedentary Behaviour Guidelines and the Australian 24-Hour Movement Guidelines, The Department of Health, retrieved from: <https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines>

Physical activity for children

Howrah Sunrise Early Learning Centre is committed to developing children's fundamental movement skills and creating positive physical activity experiences for children, to encourage participation in regular physical activity throughout life. We recognise the significant role of families and the community in promoting children's physical activity and limiting children's sedentary and small screen recreation time.

Howrah Sunrise Early Learning Centre aims to use a whole centre approach to promote physical activity and assist children to develop fundamental movement skills, while discouraging sedentary small screen recreation.

We follow the recommendations of the *National Physical Activity Recommendations for Children 0-5 Years* (2012), which state that:

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

Students

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

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

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

Toileting and toilet training

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

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

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

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

Disclaimer

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

Links with local health and family services

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

Name of Service	Address	Phone
Centrelink – Family Assistance	National	136 150
Centrelink & Medicare	2 Gordons Hill Rd, Rosny Park	132 468
Child Health Centre & Parenting Service	257 Clarence St, Howrah	1800 135 513
Childcare Support – Inclusion Support	229 Campbell St, Hobart	03 6230 6840
Clarence Dental Centre	16 Bayfield St, Rosny Park	1300 011 013
Clarence Plains Child & Family Centre	25 Mockridge Road, Clarendon Vale	03 6246 6444
Family Violence Counselling and Support Service	Hobart	1800 608 122
Glebe Hill Family Practice	45 Hance St, Howrah	03 6169 0000
HCC Health & Immunisation	16 Elizabeth St, Hobart	03 6238 2829
Immunisation Registration	Medicare	1800 653 809
MyGov	National	132 307
Poisons Information Centre	National	131 126

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