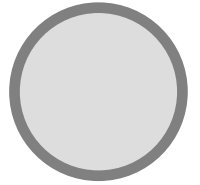


# Little Diggers Preschool & Child Care Centre



## Parent Handbook





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# 1. Welcome

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Our service provider and educators wish to extend a warm welcome to all families with children attending our Centre. We believe we can provide your child with a stimulating early educational experience in a safe and secure home-like environment.

We believe that your child's time at our Centre will be both a happy and fulfilling experience. In these vitally important early years of his/her life, your child will benefit greatly from the developmental, educational, and recreational programs provided by our caring and highly qualified educators.

Both provider and educators will always be available to discuss your child's progress or any problems you feel your child may be experiencing either at home or at our Centre. You are also invited to come into the Centre and do an activity with the children, share life stories, hobbies, skills, knowledge or show us your pet. This enriches our program, the children's learning and helps to connect learning programs with families and our community.

The following information in this booklet will inform you of key Centre policies and general information about the service (Little Diggers) can offer you and your family. Please read this booklet and keep it in a safe place for future reference, do not hesitate to contact the Centre if you have any queries or concerns regarding any of the following information. Should you require translation of this handbook, we will endeavor to provide this service. Upon signing your Enrolment Agreement, you agree to all policies contained within this booklet.



# 2. Administration and Licensee

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This Centre is owned, licensed and managed by Yanyun Zhang (Helen)

## Contact Details

### Centre Director – Sarah Chamberlain

Administration – Bookings – Queries

Phone 02 6829 2929

Email [director.littlediggers@earlyyears.com.au](mailto:director.littlediggers@earlyyears.com.au)

### Provider Contact – Yanyun Zhang (Helen)

Phone 04214 72751

Email [helenz611@yahoo.com.au](mailto:helenz611@yahoo.com.au)



## 3. Philosophy & Goals

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### Mission Statement

*To be the best we can be and happy to be here.*



### Philosophy

At Little Diggers Preschool and Child Care Centre we believe in quality education and care of young children in a safe environment; and the value of play. We believe in being responsive to children and that every child is a special, unique individual that needs support, encouragement, guidance, understanding and time.

Adopting a holistic approach, our Centre aims to provide the children with a wide variety of experiences and opportunities through play. Also, to practise skills in all of the underlying areas of development, those being:

**Cognitive** – thinking, problem solving, investigating and discovering;

**Fine and gross motor** – creative and sense of self;

**Social / emotional** – social living and learning;

**Language** – communication; and

**Self-help** – prompting the development of skills.

Extending on this for each child, in relation to their identity, community, wellbeing, learning and communication from the Early Years Learning Framework learning outcomes. Through assessing and monitoring children's play we reflect on their learning, development and interests – using their agency. All of this informs our planning and implementation of future opportunities and experiences, which is supported by intentional teaching and children achieving the learning outcomes. We see children as competent, capable learners and connecting with their interests, children will be encouraged to participate in a positive, non-threatening, supportive environment, promoting scaffolding. We believe in ongoing learning through reflective practise for all. Our Educators come together from their different life experience and as a team we support and embrace what each member contributes to the service.

We acknowledge that there are three teachers... parents, educators and the environment. We believe in connecting children with our environment and the world around us.

We value the cultural and social contexts of children, their families and educators, this reflects our community. At Little Diggers all children will develop and grow, meeting new people and making new friends. A Statement added in 2005, which reflects what we feel we have at Little Diggers ...

***“We have here children and adults who are looking for the pleasure of playing,  
working, talking, thinking and inventing things together.***

***They are trying to get to know both each other and themselves, to understand how the world works  
and how it could be made to work better and be enjoyed in friendship.”*** From the School of Reggio Emilia Italy. (A

way of being an interpretation by Jan Millikan c 2003)

Connecting to the principles of partnerships and respect for diversity, our educators respect each family's values and beliefs, and we encourage family involvement and appreciate their contributions. Special needs of families and children are supported by our inclusive practices and culture, with high expectations and making a stand for equity.

To provide continuity in experiences and enable successful transitions we help the children to make the transition from Little Diggers to primary School, as smoothly as possible. Allowing a sense of Belonging, Being and Becoming through the transition along the way.

Our Broad Goal was developed from the NSW Curriculum Framework - The Practice of Relationships (p20) and directly reflects the Belonging, Being & Becoming which is part of the Early Years Learning Framework. With this in mind we will continue to promote relationships that support children to:

- Feel a sense of belonging;
- See themselves as constructive contributors to a community;
- See themselves as valued, unique and powerful human beings;
- Show caring and respect for one another and the world around them; and
- Be effective communicators, work together, share ideas, develop and grow in all areas.

We embrace change as we face challenges and move toward continual improvement.



## Goals

### For the Centre

- To demonstrate the highest quality of care and education while ensuring Centre viability with security, opportunity and stability for educators, children and parents.

### For Children

- To receive the highest quality of care and education through positive stimulating experiences & interactions which mainly based on children's interest.

### For Our Educators/Educators

- To perform to a high standard through individual capabilities being developed in an enjoyable work environment.

### For Parents

- To be actively involved in the care and education of their child/children within the Centre.

### For the Community

- To actively promote the professionalism of teachers of children's curriculum through our Centre's demonstration of expertise and commitment to high quality.



## 4. Programs

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Belonging, Being and Becoming – the Early Years Learning Framework underpins the educational program and practice at Little Diggers. The principles and learning outcomes inform Educators approach to children’s learning, including intentional teaching, decision making and an ongoing cycle of observation. Through positive interactions with our children, we promote a caring, stimulating and challenging environment for them to explore, create, play and learn in. Our educational program reflects our Centre Philosophy and our practices value and respect cultures, identities and connections to community. Working in collaboration with families to support the individual strengths and needs of each child and provide a high quality program that enhances each child’s learning and development. To practise a holistic approach, our centre aims to provide the children with a wide variety of experiences and opportunities through play. Also to practise skills in all of the underlying areas of development, those being:

**Cognitive** - thinking, problem solving, investigating and discovering; **Language** - communication; **Physical - Fine and gross motor** - creative and sense of self; **Self-help** - prompting the development of skills; and **Social / emotional** - social living and learning with others.

Extending on this for each child... in relation to their **identity, community, wellbeing, learning and communication**, which are learning outcomes from the Early Years Learning Framework (EYLF). Through assessing and monitoring children’s play we reflect on their learning, development and interests – using their agency. All of this informs our planning and implementation of future opportunities and experiences, which is supported by intentional teaching and children achieving the learning outcomes. The Early Years Learning Framework states that... **‘Children’s learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways’.**



## 5. Our Educators

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The highly qualified, caring educators of Little Diggers are privileged to help and support families to grow and develop within our community. Pivotal to our Centre’s success is the existence of a strong staff culture developed through:

- the creation and implementation of operational, procedural and behavioural **standards**;
- the encouragement and sponsorship of professional staff **development**;
- frequent, successful and meaningful, inter-staff **communication**; and
- the promotion of individual success and responsibility and how they contribute to successful **teamwork**.



## Standards

Little Diggers operates under the regulations stipulated in the Education and Care Services National Regulations and Law Act 2012. A thorough understanding and application of such regulations ensures that we provide a quality service to parents and children continue to grow. Our policies and procedures are monitored and reviewed as required to ensure that we are meeting these standards.

Educators to Child Ratios are an example of operational standards adhered to by Little Diggers. The Education and Care Services National Regulations state that there is minimum educator to children's ratios for each group of children. These are as follows:

- 1:5 in respect of all children who are 2 or more years of age but under 3 years of age; and
- 1:10 in respect of all children who are 3 or more years of age but less than 6 years of age.



## Development

Educators' ongoing professional training and development is supported by service provider ,it coincides with the educator's drive to provide excellence in care as both individuals and as a collective team . Constructive ,detailed staff evaluations are conducted frequently to guide employees towards achieving and/or maintaining personal and professional excellence .Parents can view the written personal philosophy regarding the provision of quality child care of our educators which is on display within the Centre .The staff's personal philosophies demonstrate their dedication towards the Centre ,their position and most importantly towards your children.



## Communication

Regular staff meetings are conducted at the Centre providing a forum for educators to discuss any issues, both positive and negative, in a supportive, confidential environment. Little Diggers staff members appropriately and effectively communicate between other team members, parents and children, creating a friendly, sociable and caring atmosphere within the Centre.

Communication is important and we ensure that everyone is informed through our monthly newsletter 'The Dirt on Little Diggers' which and through notices on the display board at the front entrance.



## Teamwork

Little Diggers employees understand the importance of successful teamwork in the provision of quality care. Effective, successful teamwork is achieved at Little Diggers through task sharing, setting common goals, frequent inter-educators communication and recognising the importance of individual successes and responsibilities.



## 6. Care Groups

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The focus of programs is to foster children to develop a strong sense of **Belonging** and connection to people and place, **Being** who they are and **Becoming** the best they can be. Our aim is to ensure that the transition from the Sparkles Group to the pre-school Sunshine Group and from Little Diggers to primary school is as smooth as possible.



### 2 Years – 3 Years (Sparkles Group)

This program covers a wide variety of areas including music, art, movement, literature, drama and the natural environment. Independence is further developed through self help skills as the children are able to toilet themselves and follow hygiene procedures consistent throughout the Centre. A variety of experiences are planned including quiet restful opportunities to meet individual needs.



### 3 Years – 5 Years (Sunshine Group)

Educators are aware of the skills and experiences children need to become successful learners at school. Experiences are designed to encourage children to progress from one developmental stage to the next at their own pace. Children in these groups will be immersed in all areas of the Early Years Learning Framework. These areas include music, drama/movement, social studies, dance, science/natural environment, art/design, early literature and maths. Children are usually responsible for their own toileting and hand washing and are encouraged to become independent in hygiene practices. We encourage community involvement, which includes visits with the community, and resource people are used wherever possible to enhance children's learning. Children are also involved in the Kinder Start Orientation Program through the Lightning Ridge Central School to become ready to go to school the following year.



## 7. Settling In

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When placing your child in the care of our educators, you may find that you have a variety of feelings. Guilt, anxiety, relief, confusion and optimism may affect your behaviour as the settling in process is occurring. Our educators' experience & training will enable them to anticipate that this is probably a difficult time for you and your child. They will understand how you feel and seek to support you and your child in every way during these early stages.

The following suggestions may assist the settling in process:

- If possible, try to spend some time at the Centre with your child. This will help your child feel a great deal braver; for them to take small steps away from 'home' rather than one giant one; provides a person who is close to them and knows their likes and dislikes and can interpret their behaviour to other adults. This time will also give you the opportunity to build up trust in educators, to have an understanding of your child's day and the people they will be encountering.
- Providing photos of important family members for your child to have while they are at the Centre can keep links with home for your child during their day at the Centre.



- Children may like to bring their 'comforter' from home, such as a blanket, teddy or special pillow.
- Every child settles into the Centre differently. Try to avoid comparing your child with others. Look for ways in which your child can make a comfortable transition into the Centre.
- Try putting yourself in your child's position. Being able to empathise with your child will help you to provide appropriate support in this time of need.
- Keep the channels of communication open with the educators and decide with them the best way to begin leaving your child in their care.
- Always say goodbye to your child before you go and make certain that the educators who are responsible for your child, know that you are leaving. Do not stall; let the Group Leader take over in aiding you with the settling in process.
- Please feel free to telephone the Centre or call in at any time.



## 8. Suggested Requirements

Brought Daily	Brought Weekly
<ul style="list-style-type: none"> <li>○ A bag for belongings</li> <li>○ At least 2 complete changes of clothes</li> <li>○ Adequate nappies for the day (if required)</li> <li>○ Spare underpants and pants</li> <li>○ Water bottle</li> <li>○ 1 pieces of fruit/vegetable to go towards morning tea and 50 cents for afternoon tea</li> <li>○ Comforters</li> <li>○ A broad brim hat</li> <li>○ Suitable Shoes</li> </ul>	<ul style="list-style-type: none"> <li>○ Sheet for rest time</li> <li>○ Blanket in winter</li> </ul> <p><b>Please mark all property clearly.</b></p> <p>Please do not send toys, jewellery, earrings or any other treasures from home to the Centre with your child as they may be at risk of being misplaced or broken. A large, varied and more than adequate number of toys are provided by the Centre.</p>

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 your 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 (no thongs please). In cooler months, warmer clothing layers that can be taken off as the day warms up, with shoes and socks, are most appropriate. Hats need to be brought and worn throughout the year. Parents may prefer to leave a hat at the Centre to ensure there is always one for the child to wear. Our Sun Protection Policy will be enforced and children without hats will only be able to play in shaded areas. Please ensure all items brought to the Centre are clearly labelled. Whilst all care is taken, we will not accept liability for loss or damage.



## 9. Resource List

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We would appreciate it if you would save any of the following items you have no further use for and bring them into the Centre. Such items will be used as craft supplies, educational props and for 'make believe' play:

Aluminium Foil, Aluminium Tins/Trays, Brown Paper, Cellophane, Charcoal, Crepe Paper, Deodorant Rollers, Dried Flowers, Envelopes, Feathers, Felt, Hula Hoops, Leather, Magazine, Dress Ups, Old telephones, typewriter or laptop, maps, Shells, Shredded Paper, Wallpaper, White/Coloured Paper & Cardboard and Wrapping Paper.

Any other items you consider may be useful would also be appreciated. Please ensure items are cleaned prior to delivering them to the Centre.



## 10. Administration

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### Change of Details

It is imperative our records are up to date at all times. Please notify the Centre immediately in writing, of any changes to your child's details, e.g. change of address, emergency contact numbers, custodial arrangements etc.



## 11. Hours of Operation

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### Operating Hours/Days Policy

Our Centre will be open Monday to Friday, 48 weeks per year, with the exception of gazetted public holidays, including Good Friday, Easter Monday, Christmas Day, Boxing Day and New Years Day. The Centre will be open from 8.00am to 5.30pm Monday to Friday. Parents are invited to discuss with centre director your need for different hours or any special services you require. When and where possible we will try to meet your needs.

### Late Pick-Up Fees Policy

Late fees will be charged at \$1.00 per minute per child after 5:30pm Monday to Friday and are to be paid to and receipted by the educators on duty in the group room immediately upon collection of your child. Please do not be offended if the staff member requests this payment as they are not being paid to work after 5:30pm.



## 12. Bookings (Payments)

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## Booking Types

**Permanent Bookings:** Selected set days booked upon enrolment. This type of booking guarantees your child's place in the Centre.



### Bond Payment Policy

A \$50.00 bond is payable on enrolment of a permanent booking into the Centre. This bond ensures your booking is held each week and is credited against your account when your child leaves the Centre (only if two weeks notice has been given).



### Equipment Levy Fee

A \$25.00 equipment levy fee is payable on enrolment of a permanent booking into the Centre. Each additional child in your family that becomes enrolled into the Centre is only required to pay an \$15.00 equipment levy fee.



### Cancellation Policy

Two (2) weeks notice must be given to the Director if you will be withdrawing your child from the Centre. In lieu of giving two weeks notice you might be charged two weeks fees. Upon withdrawing your child from the Centre, your bond payment will be credited against any amounts owing (if any) on your account. A refund will be deposited into a nominated bank account if you are in credit. If you have a payable balance on your account, we will post you an invoice which will be due and payable seven (7) days from the date of the invoice.



### Changes

It is parents' responsibility to notify the Centre of any changes to the child's enrolment.

## Payment Policy

Fees are payable **advance at all time** (current week and following week). Fees are to be paid the morning of the first day of the week's attendance. For example if your child attends on Tuesday, Wednesday and Thursday - fees are payable on the Tuesday morning. Should this fee structure not suit your weekly pay day, please discuss this with the Centre Director or Administration as soon as possible.



### Payment Options Policy

Fees are required to be paid direct deposit if possible. If families don't have bank account or experience difficulty in using/accessing internet banking, please seek assistance from centre director. We will not be responsible for any cash left in your child's bag etc.

## Outstanding Accounts Policy

Overdue accounts will lead to reminding email and warning emails. Should fees fall into arrears the Centre has the right to terminate a child's position in the Centre. Should you be experiencing financial difficulties at any time please feel free to confidentially discuss this with our Director. We will make every endeavour to assist you through any financially difficult periods.

## Financial support Information

### a. Child Care Subsidy (CCS)

#### What is CCS?

The CCS, introduced in July 2018 and replacing the previous Child Care Benefit (CCB) and Child Care Rebate (CCR), is how the Australian Government assists low and middle-income families with their child care fees. It is a means-tested payment, made directly to an approved child care service or early education provider, and reduces the fees you need to pay them.

From July 2023, the Federal government made multiple changes to make child care more affordable for more families:

- The maximum subsidy amount is increasing to 90%.
- Families earning up to and including \$80,000 will be eligible for the 90% subsidy rate
- For families earning more than \$80,000, the CCS rate decreases by 1% for each \$5,000 of family income, until reaching 0% for families earning \$530,000 and over.
- Families earning below \$362,408 with more than one child aged 5 or under in care will still be eligible for a higher rate for their second and younger children.
- Families with an Aboriginal and/or Torres Strait Islander child in their care are eligible for at least 36 hours of subsidised child care per fortnight.

#### How does the CCS work?

The Child Care Subsidy will be paid directly to providers to be passed on to families as a fee reduction. Families will make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidised amount.

#### CCS Eligibility

To claim CCS, families must meet a range of eligibility criteria, with the family's subsidy entitlement dependent on its circumstances. These criteria are:

##### 1. Family income

Under the Child Care Subsidy, the percentage of subsidy a family is entitled to is based on the family's combined annual income, with greater financial support available to lower-income families.

From July 10, 2023, families earning up to \$80,000 per annum were entitled to claim 90% of their eligible child care fees. The subsidy percentage claimable was then reduced in bands until the family's income reached a subsidy cap of \$530,000

##### 2. Number of children in care

From March 2022, if you have more than one child aged 5 or younger in care, you may get a higher Child Care Subsidy (CCS) of 30% on top of the means-tested rate for your subsequent children.

##### 3. Family activity test

The number of hours of subsidised child care that families have access to per fortnight is determined by a range of **recognised activities**. These activities include working, being self-employed, looking for work, unpaid work in a family business or internship, studying, and volunteering.

To be eligible for the subsidy, both parents' activity levels are assessed, with the lower activity level used in the calculation. That parent must be working, studying, volunteering, or searching for work for at least eight hours a fortnight.

#### 4. Type of care

This is the **type of childcare service** and whether your child attends school. The maximum hourly rate the Government will subsidise is based on the type of childcare service your child will attend. These caps place an upper limit on the amount of Child Care Subsidy the Australian Government will provide.

### How can I claim CCS?

The best way to begin your claim is online through your MyGov account. Your identification may need to be checked, so have your paperwork handy before you get started.

1. Sign in to your myGov account and click on the box 'Centrelink'
2. Select 'Payment and Claims' from the menu, then, 'Claims', then 'Make a Claim'
3. Under 'Families', select Get started
4. Answer all the questions. If you get stuck on a question an explanation is provided. You will need to submit your supporting documents with this step.
5. Submit your claim.
6. You can track your claim through your myGov account, under Centrelink. Your childcare centre/facility will need to submit your child's enrolment details as well.

#### b. Additional Child Care Subsidy( ACCS)

If you're eligible for Child Care Subsidy you may get extra help with the cost of approved child care. To get this you must be eligible for Child Care Subsidy. And you need to be 1 of the following:

- an eligible grandparent getting an income support payment
- transitioning from certain income support payments to work
- experiencing temporary financial hardship
- caring for a child who is vulnerable or at risk of harm, abuse or neglect.

#### Who can get it

You need to be eligible for Child Care Subsidy and meet extra criteria to get Additional Child Care Subsidy. The additional subsidies you can apply for are:

- Grandparent
- Transition to Work
- Temporary Financial Hardship.
- Child Wellbeing subsidy

More detailed information can be accessed at

<https://www.servicesaustralia.gov.au/additional-child-care-subsidy>

#### c. Start Strong

In 2024, NSW department will continue to fee relief delivered through Start Strong of up to \$2,110 per child for children aged 4 and above attending eligible preschool programs in long day care.

From 2024, there will be a 2-year trial of \$500 per child of fee relief per year available to 3 years old children enrolled in an eligible long day care service or Multifunctional Aboriginal Children's service.



## 13. Priority of Access Policy

The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care 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 child care support.

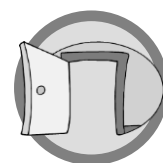
The Australian Government has determined guidelines for allocating places in these circumstances. These guidelines apply to centre-based long day care and they set out the following three levels of priority, which child care services must follow when filling vacant places:

- 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 Family Assistance Act
- Priority 3 – any other child.

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

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families on lower incomes
- children in families with a non-English speaking background
- children in socially isolated families
- children of single parents.

There are some circumstances in which a child who is already in a child care service may be required to leave the service. Any child care service that has no vacant places and is providing care for a Priority 3 child may require that child to leave the service in order for the service to provide a place for a higher priority child.



## 14. Anti-Discrimination & Inclusion Policy

We endeavour to accommodate and integrate children and families with special needs. These may include; hearing impaired, visually impaired, learning disabled, intellectually disabled, physically disabled children and children with behavioural difficulties.

Little Diggers operates under an inclusive, anti-bias child care program in which:

- all children belong equally and each individual is valued for their unique attributes,
- all children are allowed to fully participate and succeed at their own level, and
- diversity is celebrated and children are empowered to recognise and challenge bias.

The goals of this program include, for each child to:

- feel good about who they are;
- feel comfortable with similarities and differences in others,
- recognise bias and stereotype and to know they can hurt, and
- be able to stand up for themselves and others when bias occurs.

### **Belonging – Being – Becoming**



## **Multiculturalism**

We aim to provide culturally relevant programs which truly reflect the lives of all children, families, educators and the community. Our Centre also aims to provide culturally responsive child care by affirming individual differences and the right of people to make choices about their own lifestyle.



## 15. Open-House Policy

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All parents are welcome at any time to visit our Centre. Feel free to make yourself a cup of coffee or tea in our kitchen and then observe the various programs and experiences being organised and provided for your child. No prior arrangement is necessary, just call in if you have the time. All parents are encouraged to attend regular meetings with our Educators to provide you with the opportunity to discuss any problems or queries you may have regarding the operation of our Centre. Please read the noticeboards and newsletters sent home regularly to keep up to date with your child's experiences.



### Parents of Little Diggers (POLD)

A parent group in which you can be involved provides an opportunity to connect with other families within your Centre and with what is happening in the Centre. POLD over the years have supported the Centre through fund raising efforts to provide additional resources which have been much appreciated.



### Centre Absences Policy

Fees are payable even if your child is absent through illness, on holidays or for any other reason. Public holidays must also be paid for if your child would have normally attended the Centre on that day. Please advise us as soon as possible if your child will be unable to attend the Centre. If a holiday is planned, your weekly fee is required to ensure your child's placement remains available to you. Alternatively you may give the required notice of two (2) weeks to cancel your booking, and re-book your child upon return if a position is available.



## 16. Health, Hygiene and Nutrition

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### Dental Policy

At Little Diggers we understand and aim to promote the importance of dental care by conducting information sessions for families, distributing handouts, and teaching correct dental care to children. Tooth brushing is not undertaken at the Centre; however we do encourage mouth washing and the "Sip – Swish – Swallow" technique.



### Head Lice Policy

If it is evident your child has head lice (Pediculosis Capitis) or lice eggs while in our care we will first attempt to contact you to inform you of the situation. Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care. If you cannot be contacted, we will purchase a treatment kit from a chemist and treat your child at our Centre. In this instance, we will charge you \$25.00 to cover the cost of treatment. We request any linen, blankets, hats, etc sent with your child to the Centre are regularly laundered to prevent the spread of head lice.



### Insect Repellent Policy



With your approval (as indicated on your Enrolment Agreement), Centre purchased insect repellent will be applied to your child when necessary. If you require repellent you have purchased to be applied to your child, please note this on the Enrolment Form.

## Non-Smoking Policy

All buildings and grounds surrounding the Centre will be smoke free zones at all times. This policy must be adhered to by educators, parents and visitors.



## Hygiene Policy

At Little Diggers, the following key principles of hygiene are followed:

- educators use gloves while preparing and serving food for children and while changing nappies;
- educators wash their hands after toileting children, after play time outside and after handling animals;
- children are encouraged to wash their hands before and after meals, after using the toilet, after messy experiences and are encouraged to flush toilets after use;
- all equipment is cleaned and disinfected on a regular basis;
- all toilets/bathrooms are disinfected and rooms cleaned daily;
- outside sand pits are raked to detect sharp, foreign objects and are covered at the end of each day; and
- children bring their own sheets and blankets for rest times which we encourage they be taken home and laundered weekly.



## Nutrition Policy

We encourage parents to provide their children with a variety of nutritionally balanced foods from the meat/fish, fruit/vegetable, bread/cereal and dairy product ranges. Foods based on sugar, fats/oils, and highly processed foods will be discouraged at our Centre. We ask that children do not bring the following foods to the Centre: lollies, chocolates, chips, roll-ups, soft drinks. Meals and snacks are scheduled at regular times encouraging self-help. Children are encouraged to drink plenty of water while in our care. Educators will monitor the children's food intake and will report any concerns to parents.

Lunch box suggestions:

- Sandwiches (meat, salad, egg & lettuce, cheese)
- Left overs from dinner the night before
- Pasta
- Salads on a plate
- Spaghetti, baked beans
- Dried fruit
- Yoghurt
- Vegetable sticks with a dip (salsa, cottage cheese, natural yoghurt)

A colourful lunch makes food attractive to children. Try cutting sandwiches with a biscuit cutter (eg pig, duck, tree etc) or cut the crusts off, roll the bread and cut it to make pinwheel sandwiches.

On birthdays, you are invited to bring along a birthday cake for you child and his/her group. The Centre will provide candles and matches. Please check with your child's Group Leader for the size of your child's

group. No gifts or lollies please. If you do not want your child to consume party food brought into the Centre by other families, for example, birthday cake, please indicate this on your Enrolment Agreement.



## 17. Medical

### Accidents/Injuries Policy

If your child has an accident or is injured at the Centre, First Aid will be administered by a educators member (qualified in First Aid) and all reasonable steps will be taken to provide appropriate medical attention for your child. This may include calling an ambulance to transport your child to a hospital or doctor. The Centre will contact you as soon as possible after the event. Payment of all medical expenses will be your responsibility. All injuries and accidents (no matter how minor) will be recorded by a educators member on an Injury/Accident Form which will be given to you to sign. The Notification of Serious Incident Form is completed if a serious incident occurs.

### Sickness Policy

If your child becomes ill while at the Centre, he/she will be removed from the group and you or a nominated contact person will be telephoned and requested to collect your child as soon as possible. If your child's contacts cannot be reached, the Director will use his/her discretionary power to seek medical attention. An Illness Form completed by the child's Group Leader or Director will be given to your child's doctor, detailing your child's illness. At all times, the Director will maintain a record of all educators and child illnesses that occur at the Centre.

### Paracetamol Policy

Paracetamol (Panadol) in the form of syrup or drops will be given to your child only under the following circumstances:

- if you have provided written permission to the Centre, or
- if your child's temperature is above 38° and other methods to lower his/her temperature has not proven successful and attempts to notify yourself or your child's emergency contacts have been unsuccessful.

It will not be given if you have been contacted and intend on taking your child to the doctor as it will mask the symptoms.

If necessary, the Centre Director will administer the recommended dosage of paracetamol to your child.

### Asthma and Anaphylaxis Policy

If your child suffers from asthma please complete an Asthma Advice Form available from a educators member. This form details your child's condition and gives authority to the Director to administer or assist your child with their asthma medication, when needed. Parents are to provide the Centre with an asthma plan which is signed by a physician.

If your child is known to have severe, life-threatening allergies please provide an anaphylaxis action plan for your child.



### Immunisation Policy

Parents will need to provide evidence when applying to enrol their child that:

- their child is fully vaccinated for their age, or;
- their child has a medical reason not to be vaccinated, or;
- their child is on a recognised catch-up schedule if the child has fallen behind with their vaccinations, or;
- the parent has an objection to vaccination.

The Centre and Centre educators need to be provided evidence of vaccinations to ensure this is current. If we do not have your child's immunisation details your child will be deemed as being non-immunised. In the event a vaccine preventable disease is present or suspected at the Centre, non-immunised children will be excluded from the Centre as recommended by the exclusion table that follows.



## Medication Dispensing Policy

If your child needs to take medication while in our care, you must to complete a Medication Permission Form available from a educators member. This form lists the child's doctor, name of the medication, storage requirements and instructions for dispensing the medication. Upon administering the medication your child's Group Leader or the Director will sign the form, and another educators member will witness this signature. If more than one type of medication is to be administered to your child while at our Centre, you must complete separate Medication Permission Forms for each type of medication.

All medication (natural or otherwise) must be in its original container, with a label from the chemist bearing the name of medication, the child's name and dosage required. Medication is to be handed to your child's Group Leader or the Centre Director. The medication will be stored in a locked box in kitchen fridge or first-aid cupboard well out of the reach of children. Do not leave medication in your child's bag. If your child requires medication to be administered while in our care for one month or more, you must complete a Long Term Medication Permission Form which is available from a educators member.



## Exclusion from Care Policy

Children suffering from an infectious disease must be excluded from the Centre as detailed in the table on the following page. It is imperative parents inform the Director immediately if their child has a contagious disease. In accordance with Health Department requirements please inform the Centre Director immediately if your child contracts German Measles (Rubella). If your child contracts Rubella, he/she may need to be excluded from care to prevent women in the early stages of pregnancy who enter the Centre from contracting this disease.

The following table shows the recommended exclusion periods from child care, preschool and school. You'll most likely never need to know most of these, particularly if your child is vaccinated, but it's worth having a look for the more common diseases.

Disease or condition	Exclusion of case
Chickenpox	Exclude until all blisters have dried (usually 5 days)
Conjunctivitis	Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis)
Diarrhoea	Exclude until no diarrhoea for 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 next 48 hours later

Giardiasis	Exclude until no diarrhoea for 24 hours
Glandular fever	Exclude until no diarrhoea for 24 hours
Hand, foot and mouth disease	Exclude until all blisters are dry
Haemophilus influenza type b (Hib)	Exclude until person has received appropriate antibiotic treatment for at least 4 days
Head lice	Exclude until appropriate treatment has commenced
Hepatitis A	Exclude until medical certificate of recovery is received, and until at least 7 days after onset of jaundice or illness
Herpes simplex (cold sores, fever blisters)	Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible
Influenza and influenza-like illnesses	Exclude until well
Measles	Exclude for at least 4 days after the onset of the rash
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics
Meningitis (viral)	Exclude until well
Meningococcal infection	Exclude until appropriate antibiotic treatment completed and until well
Mumps	Exclude for 9 days after onset of swelling
Ringworm/tinea	Exclude until the day after appropriate treatment has commenced
Rotavirus infection	Exclude until no diarrhoea for 24 hours
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash
Scabies	Exclude until the day after appropriate treatment has commenced
School sores (impetigo)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing
Shigella infection	Exclude until no diarrhoea for 24 hours
Shingles	Exclude until all blisters have dried (usually 5 days)
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well
Tuberculosis	Exclude until medical certificate is produced from appropriate health authority
Typhoid, Paratyphoid	Exclude until approval to return has been given by an appropriate health authority
Viral gastroenteritis (viral diarrhoea)	Exclude until no diarrhoea for 24 hours
Whooping cough (pertussis)	Exclude from child care, school or workplace and similar settings until 5 days after starting antibiotic treatment, or for 21 days from the onset of coughing
Worms	Exclude if diarrhoea present
Yersinia infection	Exclude until no diarrhoea for 24 hours



## 18. Safety and Security

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### Photograph Policy

If you do not want pictures of your child taken while in our care please indicate this on your Enrolment Agreement. All educators will be aware of children not to be photographed and will respect this right. This policy is in place to protect the privacy of all children in our care.



### Emergencies & Evacuation Policy

In the event of a fire at the Centre, all children are ushered to the corner of the playground furthest away from the building by all available educators and then to the car park if needed. Room rolls are then marked and the rooms are checked by the Director. An emergency evacuation plan is displayed in each room. Fire drills are conducted at the Centre on a monthly basis.

In the event of a natural disaster such as a severe storm, toxic spill, livestock loose, dangerous person etc children will be assembled in the safest area of the building, (an internal room or area with the least amount of exposure to external windows/doors) and kept there until the 'all clear' is given.



### Sun Protection Policy

We are a Sun Smart Centre and upon your consent (indicated on your Enrolment Agreement), Broad Spectrum 30+ sunscreen will be applied to your child when necessary. We request you provide your child with a broad brim hat. We encourage you to supply your child with sunglasses, and for you to select play clothes preferably with long sleeves and made from 'close weave' fabrics that cast a dark shadow when held up to the sun.

Little Diggers discourages outdoor experiences between 10:00am and 3:00pm. Educators will schedule outdoor experiences before 10:00am and or after 3:00pm. Children are encouraged to use available areas of shade for outdoor play experiences.



### Arrival and Departure Policy

To ensure the safety of all children enrolled in our Centre, children must be delivered and collected by an authorised parent/guardian, or an adult nominated on your Enrolment Form. Your child is only permitted to leave the Centre grounds if accompanied by a Little Diggers staff member, parent/guardian or an authorised person nominated on your Enrolment Form. Should any person, other than those nominated on your Enrolment Form, need to collect your child please inform the Centre in writing of this change prior to collection. The newly nominated person must produce photo identification before the child will be allowed to leave with them.



### Sign-In/Sign-Out Policy

It is imperative that at all times we have an accurate list of all children in our care. To meet Government Regulations and one of the conditions of receiving CCS, you (or a person approved to pick-up your child) must sign the Sign In/Sign Out at Xplor system at iPad which located at the desk of the foyer upon dropping-off and picking-up your child from the Centre. If you experience difficulty in logging in the system, please seek assistance from centre director or staff as soon as possible.

### Excursion Policy

From time to time excursions will be conducted. Excursions can be valuable learning experiences in the balanced development and growth of your child. We give adequate advance notice of excursions. Parent

permission is required for children to leave our Centre at any time. Upon organising an excursion your child's Group Leader will distribute you with an Excursion Permission Form which you must sign if your child is to attend. Children who are unable to attend the excursion will remain at the Centre with another group. A risk assessment is contacted prior to an excursion and as a guide the following ratios will apply:

- o 1 Adult for each 2 children age 2-3
- o 1 Adult for each 4 children age 3-5



## Students and Volunteers Policy

On various occasions you may see Early Childhood students and volunteers working in the Centre. These people have been screened and interviewed by our Director before permission is granted for them to be involved in working with the children. All students/volunteers will be fully supervised by our educators at all times. Student/volunteers will be required to comply with our strict standards in all areas of Early Childhood Education at all times and follow policies and procedures.



## 19. Common Behaviours

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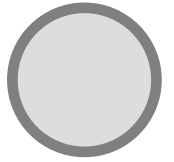
### 'Monday-itis'

From time to time children may show some reluctance to come to the Centre in the mornings. This can happen for a wide variety of reasons, much as this can occur for adults going to work - a greater attraction of home, lots of changes going on, not wanting to leave what you are doing at home, and difficulties with peers. If this occurs, please consult with educators. Often children's ways of protesting are very dramatic, leaving parents feeling emotionally drained when they leave the Centre. In most instances the protests are short lived and often have ceased by the time parents are out of sight. Never hesitate to ring later to find out how your child is feeling. Educators will always give you an honest answer and, if appropriate, will connect you to your child for chat.

### Difficulty with Leaving

At times children may strongly indicate that they are not yet ready to go home. This may occur for a range of reasons: they may be involved in something which is important to them, their best friend may not yet have gone home; or you may have arrived earlier than anticipated. Such behaviour can be a little disconcerting, especially when you have been anticipating your arrival at the Centre and looking forward to your usual cuddle. Empathising with their reasons for wanting to stay, often helps in these circumstances, and can provide you with appropriate strategies to deal with these situations. Remember that educators are willing to offer any help you may need.





## 20. Dealing with Concerns

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If you have any concerns regarding the care of your child please approach your child's Group Leader or the Director and discuss the matter. If you are not comfortable discussing it with the Group Leader or Director, or your concerns have not been met, please do not hesitate to discuss it with the Centre Licensee.

Each state and territory government is responsible for legislation under which child care services are licensed. NSW Early Childhood Education and Care Directorate, Department of Education are the regulatory authority in NSW. They have the responsibility to ensure that all regulations are adhered to. Further information is available on their website [www.det.nsw.edu.au](http://www.det.nsw.edu.au).

If you have any concerns about the quality of care your child is receiving you can contact:

### Provider

Name	Yanyun Zhang (Helen)
Phone	04214 72751
Email	<a href="mailto:helenz611@yahoo.com.au">helenz611@yahoo.com.au</a>

### NSW Early Childhood Education & Care Directorate Department of Education

Freecall	1800 619 113
Email	<a href="mailto:ececd@det.nsw.edu.au">ececd@det.nsw.edu.au</a>

## Communication is the key...

Please don't hesitate to contact the Centre if you have any queries or concerns regarding the information provided in this booklet. We are available to discuss your child's progress or any problems you feel your child may be experiencing either at home or at our Centre.

**At Little Diggers we aim to**

**Be the best we can be; and**

**Happy to be here 😊**