



Avalon Beach House Preschool

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Parent Handbook

Welcome to Avalon Beach House Pre-school. Our centre has been open for over 40 years. We are a privately owned boutique centre that is licensed by the Department of Education and Communities, and we are quality assessed and rated by the Australian Children's Education and Care Authority. Our centre provides quality care and an educational program that caters for children aged 18months -5 years.

We are passionate about everything we do to ensure each child has the opportunity to learn, grow and develop in a positive and nurturing environment where little minds can blossom. We pride ourselves on collaborating with our team and families to meet the individual needs of every child at our centre as well as supporting our local community wherever possible.

We hope your child's time here will be a happy and rewarding experience. We encourage parents to call in at any time and participate in the daily activities. All staff members are experienced childcare educators; if you have any questions please feel free to speak to them. We at Avalon Beach House Preschool feel it is important that we work together with you to provide a nurturing and pleasant learning environment for your child.

Please note that throughout this Handbook, we use the term "parent". In this case, "parent" is intended to mean the primary caregiver/s of a child. This can include, but is not limited to: biological parents, adoptive parents, grandparents or other family members, and legal guardians.

Table of contents

THE CENTRE

Centre Details	3
Centre Philosophy	3
Family Environment	4
Grievances	5
Parent Participation	9
Parent Meetings	7
Practices	9
Staff Structure	10

THE PROGRAM

Program	11
Program Evaluation	11
School Readiness	12

LIFE AT PRESCHOOL

Arrival & Departure	
12	
Behaviour Management	
12	
Birthdays	
Emergency Procedures	13
Health & Safety	13
Hygiene	13
Meal Times	13
Medication	20
Settling In	14
Sun Safety	18
Toileting & Nappy Changes	15
What To Bring To Kindy	15

PAYMENT

Child Care Benefit	22
Payment Structure	22
Priority of Access	23

Centre Details

Our centre is open from 8:00am to 6:00pm Monday to Friday (excluding public holidays) 50 weeks per year. We are closed for two weeks over Christmas and New Year. Fees are not charged for this period of closure.

We are licensed for a maximum of 30 children. This number is divided as follows:

- ♥ Tigers: 8 children aged 2 – 3. The Tiger teacher is Keely.
- ♥ Kangaroos: 11 children aged 3 – 4. The Kangaroo teacher is Kim.
- ♥ Dinosaurs: 11 children aged 4 – 5. The Dinosaur teacher is Ali.
- ♥ Tigers: 8 children aged 2 – 3. The Tiger teacher is Keely.
- ♥ Our director, Melinda Nolan, will oversee all groups within the service.
- ♥

Centre policies and procedures relating to a variety of areas and issues relevant to our service are in practice every day. Written policies have also been compiled and are kept on file at the sign in desk for parents to view at anytime.

The Avalon Beach House Preschool Philosophy and Principles were developed in collaboration with Educational Planning consultants ***New Learning Environments: Rubida Research*** and ongoing consultation with the ABHP learning community.

CENTRE PHILOSOPHY

The Avalon Beach House Preschool embraces a holistic approach to learning where learning experiences are fun, engaging and meaningful. Positive learning experiences at this critical stage not only set the scene for a lifelong relationship with learning, but they shape vital motor, social, emotional and cognitive skills required for success in learning and life.

The ABHP philosophy is firmly grounded in the following principles:

- Learning at ABHP is personalised, active and play-based
- The ABHP learning community is respectful, diverse and inclusive.
- The ABHP learning environment is safe, welcoming and designed for learning and well-being.
- ABHP staff members are learners and role-models

Principles explained:

Learning at ABHP is personalised, active and play-based

- Learning experiences allow each child to develop at his or her own pace.
- Every child is treated as both an individual and as an active participant in their connections to their family, community and culture.
- Children have a right to explore and make meaning of themselves, their relationships and their world.
- Having fun is a key component of learning – play-based learning experiences will be enjoyable and engaging.

- Children are active participants in their own learning and are encouraged to be curious and to direct their own exploration of the world through questioning and reflection.
- Approach to computer technology - will be limited to Educator directed screen time.
- Learning achievements are closely monitored to provide feedback to children and their families
- Assessment is used as a means of improving our own learning strategies and approaches, not for competition or comparison.

The ABHP learning community is respectful, diverse and inclusive.

- Families, friends and the community are active contributors to each child's development.
- Our community is underpinned by respectful and inclusive relationships with each other.
- Diversity is celebrated.
- Children are shaped as citizens of the world and global perspectives are encouraged through the exploration of different cultures.
- We acknowledge the traditional owners of the land on which our centre sits, the Guringai people, and pay our respects to their elders past, present and future.

The ABHP learning environment is safe, welcoming and designed for learning.

- Outdoor learning
- Environmental practice
- Safety/security
- Student resonance – display and student achievement
- Self-directed access to toilets/personal belongings etc.
- 'authentic learning settings'
- diverse learning settings
- a place for children by children
- Computer technology is limited to educator directed activities

ABHP staff members are learners and role-models

- Staff view themselves as learners who maintain their knowledge of current best practice through regular self-reflection, critical evaluation of their teaching practices and frequent professional development.
- Staff members value their relationships with the children, their families and peers as a means of improving learning outcomes and service provision.
- Staff behaviour and conduct consistently reflects the centre's philosophy.
- Staff member strive to provide the highest standard of care and early education possible.



Family Environment

Avalon Beach House Pre-school aims to provide a secure, comfortable and challenging environment which complements the home family environment as much as possible. It is believed, especially with siblings attending the centre, that children feel more secure and happy in a “family”-like environment rather than an institutional, regimented environment.

It is believed this arrangement creates opportunities for children to understand the needs of others. In addition to this, older children are afforded the opportunities to take on responsibilities and assist their younger peers.

Our structure allows siblings to remain together, ensures easier transition to the centre and exposes the children to a range of room environments and adult caregivers. However, it is also recognised that children of differing age groups do have specific and individual needs. These are respected and are incorporated into the various programs (indoor, outdoor and group) provided for the children.

Goals for your child at our Service

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

Maria Montessori

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

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

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

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

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

Early Years Learning Framework

Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children’s first and

most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

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

Being

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

Becoming

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

Outcome 1: Children have a strong sense of identity

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

Outcome 2: Children are connected with and contribute to their world

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

Outcome 3: Children have a strong sense of wellbeing

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

Outcome 4: Children are confident and involved learners

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

Outcome 5: Children are effective communicators

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

Portfolios

Every child will have a personal, confidential portfolio comprising of;

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples
- Checklists

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not be used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of the school year or as they finish at the Service.

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

Parent Participation

Children love it when mum or dad can join us at Kindy, and it fosters a sense of belonging and community. For these reasons, parent involvement is treasured and strongly encouraged at Avalon Beach House Preschool. We welcome visits at any time and would love you to share an activity, an item or a meal with the children, particularly if the activity, item or meal is something of importance or significance to you, your family or your community.

Aside from visits, there are other ways in which you can contribute to the Avalon Beach House Preschool community. Assisting at working bees, joining in our fundraising efforts, contributing to art and craft supplies, attending special Kindy events (such as Disco's, celebration morning Teas, Picnic Days, etc) or accompanying children and staff on excursions. There is no obligation for parents to involve themselves in Kindy life; however, it is a wonderful way to demonstrate a sense of belonging and community to the children. It's fun, too!

We endeavour to keep parents up to date with what is happening at our centre by means of:

Personal 1:1 communications
Notice boards
Newsletters
Family information pigeon-holes
Daily diary KindyHub
Emails
Parent interviews
Parent meetings
SMS & MMS

The Service has an *Open Door Policy* and actively seeks and encourages families to be as involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills & experiences that the children and the program will benefit from.

We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's Educator at a time that suits you throughout the year and offer email, SMS, Newsletters, Daily Journal and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

Family Skills, Interests and Talents

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your Occupation or Hobby

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

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

Your Home Culture

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

Reading (especially good for grandparents)

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

Recyclable Items

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

Special Events

Our Service organises special events throughout the year. Keep an eye out as your child is sure to be a star!

Grievances

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

We aim to have positive interactions with parents, to allow families to feel comfortable in the centre and in approaching the staff. Idle gossip is not a productive way to resolve grievances.

Complaints are best dealt with and resolved at the centre level. Any complaints will be acted upon and resolved. All matters relating to children, parents and staff will be treated with respect and in a confidential manner.

Should you have any concerns please speak with your child's caregiver informally or make an appointment to have a meeting with a staff member. If you are still not satisfied, arrange a time to speak to the Director. Alternatively, you can contact The Department of Education and Communities (Early Childhood Education and Care Directorate) by the following means:

Postal Address:

**Early Childhood Education,
NSW Department of Education
Locked Bag 5107
PARRAMATTA NSW 2124**

Ph: **1800 619 113 (toll free)**

Parent Meetings

During the course of the year, parents will be invited to attend meetings where topics such as fundraising and policy revision will be discussed. You are always most welcome to come along, join in and contribute to Kindy happenings.

Practices

The centre aims to operate in partnership with parents, who we acknowledge are the primary carer/s of the child. All decisions relating to the care of children in care will be made only after consultation with parents.

We aim to develop a relationship of trust with parents enabling you to feel secure in leaving your children in our care, which we endeavour to achieve through the establishment of open and honest communication channels. Family values are to be respected at all times and be practiced at the centre whenever possible.

It is acknowledged that the Australian community is a diverse one made up of many different cultural groups. The values and uniqueness of all cultures will be recognised and in practice incorporated into the program of the centre. Staff with a variety of skills from a variety of backgrounds are employed at the centre. It is believed all staff regardless of formal qualifications or training has a valued contribution to make to the centre and your child/ren.

Staff will at all times be proactive and adopt a positive attitude towards their work with parents and children attending the centre. Staff are expected to show initiative in all aspects of their work and mediocrity will not be tolerated.

Staff Structure

Staffing ratios and qualifications are governed by Statutory Requirements. The staff at Avalon Beach House Preschool are trained and experienced in caring for children. They are responsible for the care & education your children are given during the day and programming for their individual needs.

We have a fabulous team at Avalon Beach House Preschool consisting of:

Melinda (Director/Licensee/approved provider):
4th year Bachelor of Early Childhood Teaching birth to 5 years
Bachelor of Social Science (Psychology/Criminology)
Certificate III in Children's Services
Diploma of Children's Services

Ali (Dinosaur teacher):
Certificate III in Children's
Services.
Diploma of Children's Services
PreLit, Macquarie University.

Kim (Kangaroo Teacher):
Certificate III in Children's Services.
Diploma of Children's Services

Keely (Tiger teacher):
Certificate III in Children's Services

All staff members hold current Senior First Aid, Asthma & Anaphylaxis qualifications.

All employees at Avalon Beach House Pre-school have been cleared to work with children by NSW Commission for Children and Young People.

When permanent staff members are absent you may see a different face at the centre. The name of the relief staff member will be displayed on the door. Please make them feel welcome.

Occasionally during the year, students and visitors will be present in the centre for short periods. A staff member is always present in the room at these times.

Staff are expected to attend professional in-service training or workshops for continued development. This is strongly encouraged by management.

Please note: Avalon Beach House Preschool staff are **not** available to undertake babysitting or nanny work for any family enrolled at the Centre. This is a centre policy which has been implemented to protect staff and families, and to maintain fairness for all families at the centre. Should you require a babysitter or nanny, we are unable to provide recommendations or references for individuals in the local community.

Program

All staff members contribute to the development of the written program to be provided to your child/ren. The program will be based on individual child records consisting of anecdotal observations, developmental checklists and more formal tasks; it is also reflective of each child's individual interests and each family's life outside of Kindy. The program will ensure all aspects of a child's development are covered and a range of challenging, varied and stimulating activities are presented.

Planning the program will involve all areas and activities during the day, with balanced opportunities for quiet times, individual and group activities, and adequate rest periods. Routine times will be closely supervised and ensure adequate availability to develop self-help skills and self-esteem. Both structured and free play will be incorporated.

Staff will maintain written records for each child enrolled at the centre. These will be shared with parents on a regular basis and parents will be encouraged to contribute accordingly. The centre and home relationships need to be seen as a critical element if relevant planning and activities are to be presented to individual children.

Program Evaluation

The centre is committed in all aspects of its operation to constantly evaluate the service provided. Staff and parents are expected to play a key role in this process.

Developmental checklists are completed for each child yearly. These are intended to demonstrate to you our understanding of your child's development as he or she presents at Preschool. They are not, however, intended to be used as a formal, comprehensive assessment of a child's development.

You are welcome to make an appointment to view and discuss your child's confidential developmental records, which are made up of observations, checklists, and significant work samples.

Should you have any concerns regarding your child, you are encouraged to voice these concerns to either your child's teacher, or the Director. In the event your child needs specialist assistance, the Director will discuss this with the parents and offer support in finding the necessary help needed to improve the child's particular problem. We pride ourselves on our supportive environment and are dedicated to ensuring that we complement any specialist care an individual child may be receiving.

Our daily routines and weekly program are on display next to the office, which will enable you to discuss and ask your child questions regarding their activities for the day.

A communication book is kept in the office for your convenience to informally communicate information regarding your child.

School Readiness

Avalon Beach House Preschool provides a comprehensive school readiness program for all children. School readiness concepts are encouraged and incorporated into our programming from two years of age. Each day follows a structured routine providing opportunities for group participation and individual activities. We aim to develop the whole child through turn taking, self help, looking after their own belongings, fine motor strength and control, name recognition, confliction resolution techniques, literacy and numeracy awareness. We have regular visits from a Masters of Teaching (Primary) who reviews our school readiness program and advises us of new ways to implement our program. ABHP encompasses the *You Can Do It* program which focuses on developing social and emotional capabilities in young people. The 5 foundations being **confidence (academic & social), persistence, organisation, getting along and emotional resistance**. Our literacy program is based on the *Ants in the apple & PreLit*, which is a Macquarie University based literacy program. ABHPS is the only service in the immediate area that offers this comprehensive school readiness program as follows:-

Mathematics

- **Shapes:** Identification and recognition of shapes is regularly embedded throughout the program in various ways. This is done through board games, large felt shapes, craft, flash cards and tracing.

- **Colour recognition:** Most Dinosaurs know the majority of their colours when coming into this group. We still revise our colours through craft and games where necessary as it usually ties in with shape recognition.
- **Number identification and counting:** Learning numbers 1-20 is the primary focus when in the Dinosaur group. At the beginning of the year there is a wide range of understanding in relation to this topic. The Dinosaur teacher caters to each child in order to best fit their level of understanding whether that be extending their learning in this area or focusing on the basic numbers before introducing larger ones. Numbers are explored through a variety of games that involve the use of dice, number beanbags, flash cards and counters. These allow children to visually learn what numbers look like, what order they are in and how to represent a certain amount. It also includes counting and one-to-one correspondence so that children are able to count verbally, as well as with concrete materials.
- **Spatial awareness and measurement:** These mathematical concepts are explored through physical movement, games, cooking, craft and water play. Children are regularly encouraged to explore, measure and estimate in a wide range of contexts.

Language and Literacy

- **Prelit:** This program developed by Macquarie University, provided by a trained educator, is very beneficial for children's language development. It allows children to develop certain skills that will assist them in primary school when learning how to write words and read. Certain concepts including the sound of letters, blended sounds and rhyme are taught.

Language and Literacy

- **Reading Eggs:** This program touches on sounds and blended sounds in order to give children the tools in the future to break apart words when learning how to read. The program is technology-based and interactive so that each child is able to gain basic computer skills.
- **Ants in the apple:** Learning to read and spell requires that children know the sounds of the letters of the alphabet and are able to match each alphabet sound to its corresponding letter symbol. The easiest way for children to make this connection is by using memory cues associated with songs and pictures.

Writing

The children are given various opportunities to practice their writing day-to-day. When starting in the Dinosaur group, a scaffold and guided writing is always used. Then as the year progresses children are encouraged to try writing their name, letters and numbers without a scaffold. Each child has a rainbow book in conjunction with the Ants in the apple program that has a large directional scaffold of each letter in the alphabet also used to assist children in their writing progression. Grips are also used at the beginning of the year and possibly throughout the whole year depending on the child's pencil grip. Through the school readiness program other activities such as clay, play dough, threading, painting; drawing and beading are implemented in order to strengthen children's fine motor skills.

Self-help and social skills

- The 'You can do it' program teaches children about appropriate behavior and interaction when socialising. It touches on strengths and important skills including getting along with others, persistence, organisation, resilience and confidence.

- Children are encouraged to participate in team work activities on a daily basis which assists in the learning of skills such as sharing, fairness, turn-taking and communication.
- Children must pack up after themselves, clean their areas, keep their bags tidy and their belongings in the correct spot. Practicing these daily tasks is important for self-help skills and preparation for primary school expectations.

Arrival & Departure

Please sign the electronic attendance which will record the arrival and departure time each day. This record is a legal document and is vitally important particularly in the case of an emergency. Failure to sign your child in or out can also affect your child's yearly absences and any subsidies your family is eligible for.

Please remember to inform a staff member of your child's arrival and departure.

If you wish for your child to be collected by somebody under the age of 18, we require a signed note from you stating that we have your permission to release your child to the person nominated.

Behaviour Management

We constantly try to be positive with the children, praising the children's appropriate behaviour, as well as (when necessary) re-directing inappropriate behaviour.

Children are set a standard of acceptable behaviour to follow which assists in the cohesive operation of the centre. Children are given choices when it comes to determining outcomes of chosen behaviours. Sometimes we simply try to ignore behaviours that are inappropriate, unless these behaviours are impacting on anyone or anything else.

If a child continues to behave in an inappropriate way that is harmful or detrimental to other people or property and we have tried the above techniques then the child may be removed from the activities and the group for a short period until they can participate once more in a more socially accepted way.

Staff in charge will speak to parents regarding their child's behaviour if any difficulties arise. Also, please inform us of any difficulties you may have and we can work out some strategies together to help your child's behaviour and social development. If ever you have any concerns, please feel free to see the staff in the room or come and see the Director.

Emergency Procedures

There could be a time when we may need to evacuate the centre. We practice our emergency evacuation/fire drill procedures monthly. Our centre is equipped with smoke detectors, fire extinguishers and fire blankets, which are regularly maintained so as to meet current standards.

Health & Safety

As we all know, nothing is better than your own home and bed when you are not feeling well.

Please remember to consider your child when they are ill and keep them home for their own benefit as well as others.

It is impossible for our staff to give sick children the extra attention they need without adversely affecting the care given to other children at the centre.

Avalon Beach House Preschool follows the guidelines as set down by the NSW Department of Health in regards to infectious diseases. Exclusion information can be found at the end of this handbook. Please ensure that your child's immunisations are kept up to date.

Children with infectious diseases or children not well enough to undertake normal routine will not be permitted to attend the centre. Parents will be notified if their child becomes sick and will be asked to come and collect their child. If we are unable to contact the child's parents, the emergency contact phone number will be utilised.

Children showing signs of any infectious disease will be asked to stay at home until a Doctor's clearance certificate is presented to the office or staff on duty.

If, for medical or religious reasons, your child has not had the required immunisations and there is an outbreak of disease in the centre, any child considered 'at risk' would be excluded from the centre until it is declared safe.

Hygiene

The centre aims to achieve a high standard of hygiene and therefore we will endeavour to follow stringent hand washing and drying practices before and after meals, after using the bathrooms, before transition from activities and after messy activities.

Staff practice strict hygiene rules during nappy change and record all "nappy activity" and "toileting log" in the KindyHub app.

All rest time bedding should be stored in a special bag for health reasons. These bags can be purchased from the office. Parents need to comply with the relevant health and hygiene policy of the centre. All bedding and hats are to be taken home weekly, laundered and returned.

Meal Times

We are a **nut aware** environment. No nut products should be brought to Kindy. Please check food items before sending them in your child's lunch bag. It is suggested all food items are brought to the service recyclable food containers.

Good nutrition involves eating a variety of foods. Encouraging healthy choices from an early age ensures good habits in the future. Staff members will sit with children at mealtimes.

Healthy food choices include:

- ♥ Breads & cereals
- ♥ Fruit and vegetables
- ♥ Milk and dairy products
- ♥ Meat and meat substitutes
- ♥

Foods such as chips and chocolate bars contain fat, salt and/or sugar and are not considered suitable for children whilst in care. We at Avalon Beach House Preschool strongly recommend that due to the low nutritional value of these foods, they **are not** supplied to your child whilst at Kindy. Should these products arrive in your children's lunch bag we will replace them with a healthy food substitute and return the uneaten food item to you. Please note that chips and crisps marketed as "organic" are not any healthier than "regular" chips and crisps.

Water will be the primary drink and will be available at all times.

Children and staff will wash their hands before handling food or eating meals and snacks. Children will be discouraged from handling other children's food.

All dairy products brought to Kindy will be refrigerated as soon as possible after your child arrives. Parents will be advised if their child is not eating well.

Settling In

All children react differently to new situations. Be patient, some will adjust readily while others will need more time.

We are gentle, supportive and try to explain to the child what will happen next so that they will not be surprised or frightened. This is important so that a trusting, positive relationship will grow between the staff, family and child.

Staff encourage orientation visits to our centre to familiarise both children and parents before the first day. We strongly advise coming along to our orientation day prior to your child's first Kindy day to familiarise themselves with the daily life of preschool. We will arrange for you and your child to attend our centre for short periods of time, before he/she is due to start, so as each of you may become familiar with our environment, practices and procedures.

The separation anxiety to both children and parents is quite a normal feeling that may continue for a while. Parents are welcome to stay as long as they feel they need to. We suggest that, before your child's first day of attendance you explain to them about pre-school and the wonderful, happy times they will have there.

Please, on your child's first day feel free to stay and participate, even if it means staying for 30 minutes to one hour. Please ask our staff if you are unsure or apprehensive of what to do.

Let your child choose any activity that you can help with. When your child is settled and you are ready to go, please tell your child you are leaving and that you will be back later. Also, advise a staff member that you ready to leave.

However, if you have any concerns please do not hesitate to ring the centre during the day to reassure yourself that your child/ren have settled in.

Sunscreen

Sunscreen is provided by our centre and is applied throughout the day. We use SPF30+ on all exposed areas of the skin. Wide brimmed hats must be worn at all times during outdoor play. Sun visors, strappy dresses and tops are not an acceptable form of sun protection.

Toileting & Nappy Changes

Avalon Beach House Preschool has 3 toilets – for children to use freely throughout the day. Toilet-trained children are encouraged to take themselves to the toilet as required, and are assisted in bathroom hygiene (such as bottom-wiping & hand washing) if required.

Children who are starting toilet training are monitored by staff throughout the day and are taken to the bathroom regularly to minimise accidents and foster a sense of competency within the child. Accidents do happen, however; it is vital that you send a few changes of clothing (including socks and shoes) to kindy with your child when they are toilet training. Kindy has a limited supply of spare clothing that children can

be dressed in should they not have spare clothes. Any soiled clothing is placed in a bag labelled with the child's name and put in the Soiled Clothing Bin in the bag room.

Children in nappies are changed a minimum of 4 times a day; please ensure your child comes to kindy with enough nappies. Should your child run out of nappies, Kindy will supply nappies at \$5 each. Feel free to send any wipes, creams, lotions or powders if you prefer, alternatively, we do supply hygiene products for children.

What To Bring To Kindy:

Backpack

For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

Morning tea, lunch & afternoon tea

Morning tea can be sent in either a medium-sized paper bag (which can be reused) or if you prefer a small container, **clearly labelled with their name**. Also include one drink bottle - again with their name on it. We always provide water and cups but a drink bottle is a great start to school readiness. Any pre-cut fruit or dairy products must be placed into the fridge in the kitchen.

Children are asked to bring their lunch in a paper bag, should you send a lunch box please ensure it is with a lid that they can open. As all lunches must be placed into the fridge on the appropriate shelf. Please do not send it in a cooler bag as these are not effective in the fridges. We ask you put your child's name on both bottom (at each end) and the lid. We also ask that you think about your child's ability to unwrap their lunch and open such things as muesli bars. Educators can provide tips to make this easier for your child.

We try to encourage a healthy lunch at the Service so only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. We prefer that sweet biscuits, cakes, chips lollies, roll ups, are not sent as part of your child's lunch! There is more information on the nutrition requirements we need to see at Preschool.

What food to pack your child for a busy day at our Service

It is expected that we see your child consume 50% of the RDI at the Service.

Recommended daily intakes

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

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

Girls and boys
2-3 years

2.5 1 4 1 1.5 0-1

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

Reference: Nutrition Australia

<http://www.nutritionaustralia.org/national/resource/australian-dietary-guidelines-recommended-daily-intakes>

Clothing

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

Unsuitable shoes are thongs and gumboots and we prefer that these are NOT worn to the Service. Lace up joggers or sandals are appropriate. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves, no mid-drift tops and hats that are broad brimmed are essential for effective sun safety.

All lost items or unmarked clothing will be placed in our lost property box for a limited time. If not claimed those items will be donated to the Red Cross.

Please do not let children wear their 'good' clothes to Kindy as they often get distressed if they dirty them

Spare Clothes

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

A Jacket

We do not have enough spare jumpers and jackets for every child. If the weather does turn cold, it is essential that your child has a jacket they can wear.

Nappies

If your child is in nappies, a minimum of 4 nappies are required each day. These are stored in your child's nappy pigeon hole in the bathroom. You can also supply wipes, creams and powders if you prefer not to the ones Kindy uses.

Toys

The Service has an abundance of toys and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. All items must be clearly labelled with a black waterproof permanent marker.

Rest Time

Rest and sleep routine varies according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

Rest time is approximately between 12:30 and 2pm. Children are encouraged to rest on their beds for the first 30 minutes (depending on individual needs). No child is ever forced to sleep and you will be informed via the sign-in sheet as to whether your child slept or not. All children in the Tiger and Kangaroo groups are required to have a rest each day. Dinosaur children will be monitored and encouraged to rest should it become apparent that they need some "quiet time". We understand that some families may not wish for their child to sleep during the day as it can disrupt their evening routines at home; however, it is a legal requirement that all children are offered the opportunity to rest during the day when at childcare. As such, **all** children are required to bring a minimum of 1 x cot sized fitted sheet for your child to rest/sleep on. A laundry charge of \$10 will be added to your account should your child use Kindy linen. If you do not wish for your child to sleep at Kindy, please inform a staff member.

Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes are provided as this reduces the major allergy risks associated with most other cakes. Families are required discuss cake options with educators prior to the celebration.

For further information, please see our Celebration Policy.

Sun Safety

ABHPS is a SunSmart Centre. Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 15+), which is reapplied according to the manufacturers recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

Sun Hat

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include it in your child's bag every day regardless of the weather conditions.

When should I not send my child to the Service?

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

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

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

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

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

Your child should not attend the Service if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that staff members are aware if a child has had either medication so we do not re-administer and potentially overdose.

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

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

Infectious Diseases

The following information has been supplied by the National Health and Medical Research Council re: exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

Condition	Exclusion
Hand, foot and mouth disease	Until all blisters have dried.
Hib	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.

Herpes – cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Influenza and flu-like illnesses	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (intestinal)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

Immunisation

From January 2018, NSW parents who refuse to vaccinate their children will no longer be allowed to enrol their child/ren in early childhood education and care services after the NSW government scrapped the "conscientious objector" option.

Medication

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless the service is provided with written authorisation by a doctor.

Medication can only be administered to a child by Educators from its original packaging with pharmacy instruction sticker.

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

Allergies or Asthma

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

The Service requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 6 months.

Emergency Drills

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

Accidents

It is fundamental that you ensure your emergency contacts are reliable, available and most importantly UP TO DATE.

In the case of an injury, first aid will be administered to your child. Parents will be notified of all accidents by means of an Accident Notification Form.

In the event of a serious accident where the child requires treatment, a staff member will contact the parents immediately. If you are unable to be contacted, your elected emergency contact will take your place. In the event of being unable to make any contact, the Director reserves the right to call an ambulance.

Children's Safety

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

Workplace Health and Safety

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

Educator Ratio and Qualifications

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

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

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

Child Care Subsidy (CCS)

- Child Care Subsidy (CCS) replaces the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- Families will need to complete the 'Child Care Subsidy Assessment' Task online through the myGov website.
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their child care fees and pay to the Service the difference between the fee charged and the subsidy amount

From 2 July 2018, there was a new child care package. The package included a new Child care Subsidy, which replaced the current child care benefit and rebate. For further details please speak to our Director or contact FAO on 136150 or www.education.gov.au/childcare.

Allowable Absences

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

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

Regulatory Authorities

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

Our Service is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State/Territory. To contact our Regulatory Authority, please refer to the contact details below:

New South Wales

NSW Early Childhood Education and Care Directorate
Department of Education and Communities www.det.nsw.edu.au
1800 619 113,
ececd@det.nsw.edu.au,
Locked Bag 5107 PARRAMATTA NSW 2124

Payment Structure

We strive to provide quality care for your child, so therefore we ask for your co-operation in prompt payment of fees. We accept cash, cheque and Direct Deposit; unfortunately, we do not accept EFTPOS/Credit Card.

Enrolments and fees are calculated from the date the centre re-opens in January from its annual break and up to and including the date of closure in December for the Christmas/New year shutdown period. All fees for the month of December are payable irrespective of your child's last day of care. All fees for the month of January are payable irrespective of your child's first day of care.

Fees must be paid one month in advance, which are calculated weekly and invoiced during week 3 of every month. Fees are payable IN FULL by the end of the first week of each new month. Should your fees become in arrears by 1 week or more, an accounting fee of 5% **per day** will be charged to all overdue fees. If fees are 2 weeks in arrears then your child's place at the centre will be reconsidered. Should you experience financial difficulties please see the Director.

Cash payments are to be placed in the fees box before 12 noon. Please place fees in an envelope with your child's full name and attendance days; the dates and the day's being paid including the amount paid. A computerised receipt will be issued and emailed to you.

Fees must be paid for everyday your child is enrolled, regardless of illness, holidays or public holidays.

Electronic banking is available for your convenience.

Details:

BSB 112 879 (St. George Bank)

Account Number: 0419 979 94

Account Name: Jalema Pty Limited.

Please use your child's name and surname as the reference number.

A non-refundable administration fee of \$120 is payable annually and covers the costs of; sunscreen, administration costs, some incursions and our Christmas party. A deposit of two weeks full fees without government subsidies is payable at enrolment. This deposit will be refunded when your child leaves the centre and after we have received your CCS cancellation details from the Family Assistance Office / Centrelink.

Commencing January 6, 2020, our 2-5 year age fees will be set at \$125 per day (excluding childcare benefit). 18 months – 2 years and casual rate is currently set at \$130 per day (excluding government subsidies).

A nappy fee will be charged to your account if a centre nappy is used for your child. This fee can change without notice.

We require 4 weeks written notice should you withdraw your child* or should you wish to change days. In the latter case, the Director should be informed and you may need to be placed on a waiting list until your required day/s is/are available. Please be aware that should you wish to withdraw your child or change his/her days in the month of December, the 4 weeks notice is only inclusive of the weeks the centre is open. The Christmas period shut down is not included in your four weeks' notice.

*Please note that deposits will not be refunded if this condition is not met or in the event that enrolments are not commenced. Surrender of any deposit held is not deemed to be acceptable in lieu of the required period of notice and additional charges may therefore still be due.

We ask that you collect your child on time. Late collections are upsetting and stressful for your child. Should you be held up, please telephone and advise staff so they can reassure your child. A late fee of \$15 per minute for the 1st 5 minutes, then \$20 per minute thereafter, will be charged to your account if a child is collected after the agreed time in care. Our license clearly states the hours of operation for the centre and any breaches of this jeopardises our licence to operate. The late fee is strictly adhered to, as two staff members are required to remain at the service until all children are collected.

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

Priority of Access

We are an approved child care centre and we must use guidelines set down by the government. **These guidelines are used when there is a waiting list for our child care service or when current parents are applying for a limited number of vacant places.** We must abide by the guidelines and tell you about them when we enrol your child into the centre.

Priorities (please sign the enrolment form to state that you are aware of these guidelines):

- ♥ **Priority 1:** a child at risk of serious abuse or neglect.
- ♥ **Priority 2:** a child of a parent (or both parents if you have a partner) who satisfies the Government’s work, training, study test
- ♥ **Priority 3:** any other child.

Within these main categories priority should also be given to:

- ♥ children in Aboriginal and Torres Strait Islander families
- ♥ children in families which include a disabled person
- ♥ children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold, or who or whose partner is on income support
- ♥ children in families from a non-English speaking background
- ♥ children in socially isolated families
- ♥ children of single parents.
- ♥

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking and your responsibilities to the Service.

I have completed the enrolment form at the Service. I have read and agree to comply with the requirements set out in this handbook and in the Service’s policies.

Family Name	
Parent Name	

Child/ren's Name	
Parent Signature	

Please list what skills talents, interest and culture that you and your family (not forgetting grandparents) are able to share with the Service.

Have you completed the orientation evaluation? Please circle Yes

Helpful websites:

- <http://www.nutritionaustralia.org/>
- <http://www.asthmafoundation.org.au/>
- <http://raisingchildren.net.au/>
- <http://deewr.gov.au/>
- <http://www.acecqa.gov.au/>
- <http://www.health.nsw.gov.au/>
- <http://www.indigenous.gov.au/early-childhood/>
- <http://www.kidsandtraffic.mq.edu.au/>
- <http://www.rta.nsw.gov.au/roadsafety/children/index.html>
- <http://www.cancercouncil.com.au/>
- <http://www.earlychildhoodaustralia.org.au/>

<https://www.mychild.gov.au/>

Director/Owner: Melinda Nolan
Licensee: Jalema Pty Limited
Avalon Beach House Pre-school
50 Old Barrenjoey Road
Avalon Beach NSW 2107

Early Childhood Education & Care Directorate
Locked Bag 5107, Parramatta 2124
Phone: 1800 619 113

Phone: (02) 9918 2558
Mobile: 0419 924 753
ACN: 107 438 924
ABN: 74 107 438 924
CRN: 407124970T