

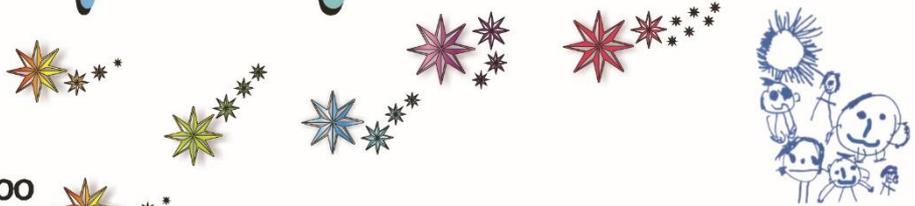
Warners Bay Early Learning and Care Centre Inc.

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Information Handbook

Welcome to our Early Learning Community



Our Mission Statement

To provide high quality education, care and learning experiences for all children in a stimulating, safe and nurturing environment, working in partnership with families and our diverse community.



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Welcome to Warners Bay Early Learning and Care Centre INC

Acknowledgment

Warners Bay Early Learning and Care Centre acknowledges the traditional custodians of the land; the Awabakal people on which we play and learn each day. We acknowledge and respect their spiritual relationship with the land.

Families and Community

Families are the most influential teacher in the child's life, the link between the home environment and our learning community is vital. Through this partnership, we share a vision for supporting children to fulfill their potential and achieve best outcomes through a nurturing and stimulating learning environment.

We embrace the individual cultures that are reflective of our Service. We celebrate the differences and individuality that families bring to our learning community and incorporate these contributions on an ongoing basis.

We share a holistic vision for developing a strong sense of community spirit and establishing partnerships with the local community. These connections are crucial in creating a social connectedness and sense of belonging for children and families in the context of their local environment.

Child

Our child safe organisation holds the children's safety and wellbeing in the highest regard. By integrating these standards and beliefs into our practice we are advocating and promoting children's safety, security and their rights. We believe that all children are capable and competent. Through a supportive and nurturing approach, we play an active role in fostering children's resilience, autonomy and self-confidence, as they discover their own sense of identity.

We believe children have the right to be able to take risks in a supportive environment, as children learn about their world through hands on investigations with genuine experiences. These moments build resilience, confidence in their capabilities, and a practical, real knowledge of the world around them.

Curriculum

We are committed to implementing and documenting a play-based curriculum and value the role we play in children's learning. Our program is a powerful method of communication between children, educators and families, as it reflects the progressive journey of each child and our learning community. Written and visual documentation, family input and children's ideas are valued, and integrated into our program and practice.

Our curriculum is underpinned by our connection to the natural world and children are provided with the opportunity to explore outdoors during all seasons to observe, explore and learn from the world around them. The environment, both natural and constructed are embraced as a powerful tool for learning. This is through learning environments that are thoughtfully planned, inviting and rich with resources developed as a place for children to communicate and direct their own learning.



Our program and practice hold a strong value in facilitating and supporting early attachments between children and educators. Secure attachment and forming trusting relationships in early childhood build a strong foundation for social, emotional and cognitive development in a child's life ahead.

We view school readiness as an extension of a child's development and shaped by life experiences. We believe in an authentic school readiness that supports holistic learning with a focus on developing a positive disposition for learning.

We utilise the transition to school guide provided to the early childhood sector by the NSW education department. There are key areas that the department focus on in providing a strong foundation in preparation for school. This includes critical thinking, problem solving, independent learning and agency, creativity and resilience.

Education surrounding becoming environmentally responsible is integrated into the program and our daily practices. Through fostering children's positive connections, care and respect for their environment and the natural world is our way of building a foundations for the next generation of our lands care taker.

Advocates for Play Based Learning

We regard our role as vital for advocating for children's right to play and share a vision for helping children to thrive, find their voice and embrace their individuality. We are dedicated to helping children build foundations to acquire tools for life-long learning. This is implemented through a balance of intentional teaching opportunities and child initiated free play experiences where children can have freedom to just simply 'be'.

The learning spaces are designed to embrace and encourage peer scaffolding. These social opportunities are the foundations of building a sense of belonging, developing relationships, empathy and self-confidence.

Our environment is full of possibility to empower children to guide their own learning. The provision of resources and spaces to allow children to discover, create, improvise and imagine. Educators play a vital role in facilitating these learning experiences, through observing, supporting and encouraging our young learners.

"In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it."

SIMON NICHOLSON, ARCHITECT

Professionals/ Leadership

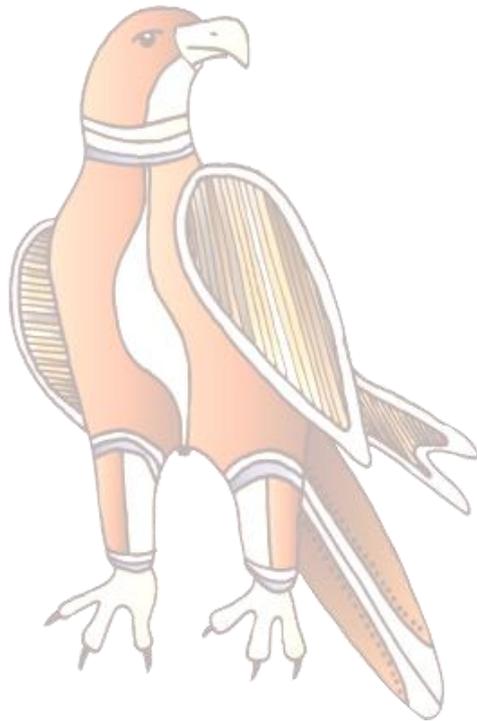
Effective leadership promotes a positive work culture of respect, professionalism and integrity. Leadership roles are built on collaboration, trust and open communication. It is the ability to motivate, inspire, share the achievements of others and work together towards a shared goal. We respect and embrace the leadership skills within each of the educator and staff.

We are advocates for self-improvement, reflective practice and engaging in professional development to maintain a forward thinking approach to teaching in early childhood education. As educators we see our role as designers of innovative learning environments, facilitators of relationships that support all children and playing an active part in fostering child's quest for knowledge and discovery.



ACKNOWLEDGEMENT OF COUNTRY

*We play and learn on Awabakal land,
We stand on this country hand in hand,
From the sky to the sea and the land below,
Our love and respect we will always show.
For the Awabakal people long ago and today,
We will care for the country in the same way.*



WELCOME TO YOUR NEW JOURNEY

As you start this new journey at our Early Learning Service, we would like you to know....

This journey of growth, learning and discovery is a share partnership between your guardian/ family
and us,

We will help you settle in, as secure attachments will help you feel safe to explore and learn.

We will support your holistic wellbeing, in a safe, secure and supportive environment,

We will support you to achieve, and encourage you to try again.

We will support your endeavours and your individuality,

We will embrace moments of joy with you, then share these stories with your family/guardian.

We will help you build resilience and skills for your life ahead,

We will hear your voice, as you are capable, intelligent, and ready to take on the world.

Are you ready? We are.

So, welcome to this journey, we welcome your family,

We welcome you today, as part of our community.



ABOUT OUR SERVICE

Welcome to Warners Bay Early Learning and Care Centre. We hope you enjoy your time with us at the centre and create memories of a life time.

Warners Bay Early Learning and Care Centre Inc is a non-profit Community Based Centre established in 1990. The centre is managed by the Directors and a Management Committee that is elected by the parent members of the Warners Bay Early Learning and Care Centre Inc.

The Management Committee and interested parents meet monthly on the third Wednesday of the month. Everyone is welcome to attend to give their own opinions or suggestions to assist in maintaining a high quality service.

At Warners Bay Early Learning and Care Centre we utilise an all-in-one Childcare Management System called OWNA. The OWNA App provides opportunities for families to view their child's Curriculum Programming, Individual Learning Records, Daily Routines, daily log & menus.

We are a 53 place Child Care Centre, catering for children aged 6 weeks old to 5 years. The centre has two rooms;

- The Nursery Room 0-2 years – 12 children.
- The 2-5 Preschool Room - 41 children.

Hours of operation: 7:30am – 6:00pm Monday to Friday.

The Centre is closed on Public Holidays and for two weeks over the Christmas period – no fees are charged during these periods.

WHAT WE PROVIDE

Food:	Consumables and other items:
Morning tea	Children's hats
Lunch	Nappy wipes
Afternoon tea	Nappies
Late afternoon snack	Nappy cream (PawPaw and Sudo cream)
NAAN Comfort formula	Aeroguard Mosquito repellent
	Cot sheets (ONLY IN NURSERY)
	Woolworths brand sun cream



STAFFING ARRANGEMENTS

Our Centre employs the following qualified and experienced Educators:

3-4	X	University Trained Teachers
10	X	Educators - Diploma in Children's Services
4-5	X	Educators – Certificate 111 in Children's Services
1-4	X	Certificate 111 or Diploma Trainees
1	X	Cook
1	X	Cleaner
1	X	Administration Officer- Diploma in Business

The Centre provides training and work experience for students from the local Newcastle University, Sydney based Universities, T.A.F.E Colleges and other training organisations to support the growth and learning of the students and our team as mentors/professionals.

We care and educate the children in a relaxed, safe and secure setting with many qualified, passionate and experienced educators and teachers. Each member of our team has diverse experiences and skills to offer the children to which we pride ourselves on as we promote a positive image of diversity and difference, valuing everyone's unique potentials.

NATIONAL QUALITY FRAMEWORK

The centre is currently operating under the National Quality Framework (NQF) which commenced in Australia on 1st January 2012. The NQF consists of three parts;

- The National Quality Standard (NQS)
- The Assessment and Ratings System
- The New Regulatory System

The National Quality Standards (NQS)

The NQF has enhanced the standards of childcare centres across the nation, delivering better quality Early Childhood Education for your children by outlining the factors that best support a child's development. It outlines what a service can do to provide the highest quality education and care for a child. Our service has been through the Assessment Process and we are proud to announce we are Meeting the National Standards.



The NQS is divided into seven areas. These areas have been identified by research as being the most important to ensure the safety, health and wellbeing of children attending education and care services as well as their educational and developmental outcomes.

The seven quality areas are:

1. Educational Programs and Practice
2. Children's Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with children
6. Collaborative Partnerships with Families and Communities
7. Leadership and Service Management.

The Assessment and Ratings System

The important parts of the NQF assessment and Ratings process are:

- Self Assessment
- The Quality Improvement Plan (QIP)
- The Assessment Visit
- The Ratings System

Based on self assessment / reflection, the centre will prepare a QIP. The QIP will list the centre's strengths and how we will maintain these and those quality areas we believe we could improve in. The assessment visit is designed to observe typical practice at the centre. The centre will then be rated one of five ways:

- Excellent
- Exceeding the National Quality Standards
- Meeting the National Quality Standards
- Working towards the National Quality Standards
- Significant Improvement Needed

The Regulatory System

The Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 guides the centre's practices to ensure we are compliant with the Law at all times.



Preparing for the Transition

SUPPORTING THE TRANSITION INTO OUR EARLY LEARNING ENVIRONMENT

Settling into a new environment can be challenging and a difficult experience for children and families/guardians. Separation anxiety is something that children and adults alike can experience, and we not only do we understand, we want to work with you and your family to create a smooth transition into our Early Learning Community.

A great way for both you and your child to build trust and a sense of belonging, is to visit the centre to become more familiar with the centre environment. You can allow your child to take part in the program, familiarising them with our routines with you there for reassurance. Children are very perceptive to our emotions, if you come in for a relaxed play and a chat, your child will begin to trust us too.

Please feel free to come and talk to the Educators if you have any thoughts or concerns. We are happy to help you and provide advice on settling into the centre. We hope the following information will be of some help to you and your family.

Ways to support your child transitioning into care:

1. Try to get up early enough in order to have a few minutes of cuddling and play time with your baby or child before you leave the centre, so the morning isn't rushed.
2. No matter how old a child is, they are listening and learning. On departure you can talk to them about leaving, but always add, "I'll be back". This is for you as much as it is for them.
3. At the centre, work with the teachers to develop a "goodbye" routine/ritual. For example – sign in, allow your child to help you put their bag in their locker, give them a hug, take your child to the teacher and say something like "Goodbye, I'll see you at afternoon teatime" and then leave confidently. This confidence promotes your child's sense of safety as they recognise that you feel safe with them in the care of the educator. This has a rippling effect on the child and encourages their relationships with educators to strengthen.
4. Please feel free to ring at anytime and as many times, as you need to check on your child. It is important to remember to leave the centre a reliable contact number so we can ring you if the need arises.



Separation techniques:

- Prepare yourself first so that you can deal with your child's feelings. They may cry at first, it is only natural, but just reassure them you will be back, and they are safe.
- Allow your child to bring a comforter of some kind. For example a teddy bear or perhaps a picture of their family. This helps children feel secure in their environment.
- A shorter separation is best. Sometimes we get caught up in the 'one more hug' but this can actually increase anxiety and prolong the separation.
- **Very importantly**, and we cannot express how very important this step is. Always, say 'goodbye'. In the moment, leaving without saying bye may seem the best strategy because you can see they are happy and settled. However, this can be very distressing for a child when they turn around and you are gone, and can make separations more difficult in the future. Your child trusts you and we want them to build a trusting relationship with us too. This is builds honestly as we work through the tough moments together. Although they may cry initially, in time as your child develops new attachments with the educators separations get easier. Be sure to give your child to a staff member before leaving and say "Goodbye".

WHAT TO BRING FOR YOUR CHILD

Children develop understandings of themselves and their world through active, hands-on investigation. (EYLF)

As your child explores the world around them using their senses, their brain is making new connections, repeating these experiences strengthens these neurological connections in the brain.

We are strong advocates for sensory play and wet weather play, and ask families/ guardians to **not** send your children to the centre in their good clothes. Please dress your child in comfortable clothes or play clothes for our Early Learning Service so they can join in all the fun without hesitation.

We embrace the weather in all its forms, so please ensure that this clothing is suitable for current weather conditions. E.g. enough warm clothes to go outside in cooler weather and appropriate sun smart clothing.

To abide by our Sun Protection and UV policy children are required to wear T-shirts, no singlet tops and no midriffs.



Children are welcome and encouraged to take their shoes off for play. To ensure safety we ask for NO thongs and NO Crocs, as they do not have grip and are not safe to run and climb in.

The centre provides hats and sunscreen for all children to wear outside for sun protection.

(See the Centre's Clothing Policy & Sun Protection Policy for more details)

All families are required to bring to the centre each day:

- Spare clothes all labelled **(If your child is toilet training, please pack lots of spare clothes and underwear as many accidents occur)**
- A labelled drink bottle
- Your Wetbag (provided in your welcome pack)
- A set of single bed sheets/ blanket (except Nursery Room) The bed measurements are 56cms wide and 140cms long.
- A bottle if the child has a special one, or you can use the centre's Advent brand bottle (if required)
- A comforter - cuddle toy or dummy if required
- Gumboot and raincoats (on rainy days)

Please bring your child's belongings in a backpack or other suitable bags. Plastic bags are not suitable.

Please do not bring in toys from home unless it is a comforter. The centre holds no responsibility for lost property which can become very tricky when the children wish to share their special items in a resource rich environment. **We also would like bring to the attention of families and guardians, that bringing toys from home can cause social isolation for some children.**

ARRIVAL AND DEPARTURE PROCESS

On arrival you will be greeted by an educator. Please tell the Educator about your child and how your child was the previous night and morning so that Educators are aware of any changes in the child's routine and can best support them throughout the day. **(Medications for children are to be handed to an Educator. It is hazardous to leave them in your child's bag.)**

(See the centre's Arrival and Departure Policy August for more details)



Each child will have a locker that could be shared with other children over the week. Please place bags and all your child's belongings in this locker on arrival and assist your child to find their photo to be placed in the locker. Please ensure you take your child's bag and all their belongings home each night to avoid missing items or misplacement.

Soiled clothing will be rinsed and placed in a plastic bag, in your individual Wetbag given in your Welcome Pack, then attached to your child's bag or locker. When your child is toilet training there may be many of these bags. Please check you have all your child's belongings.

On both arrival and departure of the centre, you will be required by law to sing your child in/ out.

SIGNING YOUR CHILD IN AND OUT OF THE CENTRE

It is important that you sign (with your signature) on the Attendance Sheets each morning and afternoon when delivering and collecting your child to and from the Centre. Attendance Sheets can be found on the bench in each child's room. **The attendance sheets are legal documents and must not be tampered with.**

You are also required by the Government to sign in and out in the foyer on one of our HUBworks IPad systems. On Enrolment we will upload your information and show you how to correctly use this system. **Confirming your child's attendance on this system engages your Government Child Care Subsidy.**

It is important to write down the person who will be collecting your child in the afternoon. We cannot allow your child to be collected by anyone other than those people listed on your child's enrolment form or accompanied forms.

If a different person is required to pick up your child notification is required in writing. This can be provided through email or a text message. Children must be collected before 6:00pm. The centre is only licensed from 7:30am to 6:00pm.

Please tell an Educator when you are taking your child home and always remember to sign out your child each night to ensure their safety and the knowledge of the staff members closing the service for the night.



Centre Program and Practices

OUR PLAY BASED CURRICULUM AND CHILDHOOD DEVELOPMENT IN RELATION TO SCHOOL READINESS

Not just school ready, your child is becoming LIFE ready.

We take a holistic approach to children's education and our school readiness program. As Early Childhood Professionals as we are continuing to advocate for children's social and emotional development as the foundation of school readiness and the right for children to play.

'Play' is what drives children's growth and development. Children need many opportunities throughout the day to learn through the physical experience of play.

Through our studies to become an Early Childhood Educator we have learnt that children's learning is sequential and there are two general patterns of physical growth.

Cephalocaudal development

Which refers to growth and development that occurs from the head down. It consists of development starting at the top of the body and working its way down, i.e., from the head to the feet.

What this means is that the development of the head and brain tends to be more advanced (in the sense that it occurs first) than the rest of the body.

This pattern is largely complete by the beginning of adulthood.

Proximodistal Development This occurs from the centre or core of the body in an outward direction.

It consists in the tendency for growth to start at the center of the body and work its way outward, toward the extremities.

This is called the proximodistal pattern.

Thus, the spine develops first in the uterus, followed by the extremities and finally the fingers and toes.

With this knowledge we base children's learning experiences and school readiness with this in mind.



Understanding childhood development is important for families/guardians and educators alike. This gives us the foundations for setting achievable and realistic goals, when support children's holistic wellbeing and development.

From a child development perspective, we look the sequence of hand development. For instance, a 3-5 year old child's hand is not developmentally ready to write. There is still cartilage and spaces between the bones where muscles and tendons form through the years. Forcing children to write to soon can create unnecessary pressure, as their hand still lacks muscular control.

Therefore, before fine motor control comes, trunk stability needs to develop. Children need to have the strength in their core, the chest and stomach area, in order to have control of their fingers.

These prewriting skills start developing in the nursery room.

Without developing this foundational shoulder and core strength, children **will** have trouble controlling their small muscles in their hands.

To support holistic development, our educational program focus on building skills ready for not only your child's school life, but their life ahead.

We utilise the transition to school guide provided to the early childhood sector by the NSW education department.

There are key areas that the department focus on in providing a strong foundation in preparation for school. When planning and implementing our Early Childhood program we offer experiences that foster the development of:

Critical thinking / Problem solving:

Critical thinking, judging the value of information and figuring out how to solve a problem or make a decision.

Critical thinking requires open mindedness, curiosity and thinking about others' points of view. Structuring learning around problems to be solved can support a range of cognitive skills, as well as interpersonal skills such as cooperation and communication.

**Independent learning / Agency:**

Children who have confidence in their ability to learn will be more motivated to obtain their learning goals.

Supporting the development of critical thinking and problem-solving skills is likely to enhance a child's beliefs in their abilities.

Supporting children's agency means recognising that children have a right to make choices about their own learning.

Agency allows children to develop independence, self-esteem, identity and wellbeing.

Creativity:

Creativity is a way of thinking or acting or making that is original.

In each of our rooms our program utilises a range of "loose parts".

These resources can be used in a lot of different ways and can provide insight to a child's creativity.

Important dispositions that underpin creativity are curiosity, motivation, risk-taking, open-mindedness.

Resilience:

Personality traits such as perseverance can change over time with the life experience of the child, however, developing persistence and perseverance in each activity is supported by the learning environment.

Resilience is being able to bounce back from stress, challenge, tragedy, trauma or adversity.

When children are resilient, they are braver, more curious and more adaptable.

Resilience can promote a sense of self-worth, self-belief, independence and optimism.

Documenting Learning through the OWNA App:

At Warners Bay Early Learning and Care Centre we utilise an all-in-one Childcare Management System called OWNA. Through the OWNA App you can get updates of your child's, view the menu, communicate with the educators.

Each child has a planned and documented program recording learning experiences through the OWNA program. Parents are encouraged to view their child/ren's individual developmental profiles and are encouraged to make input. We value your feedback and invite you to speak to the educators about your child's current interests, we can use this information to implement learning experiences into the program, thus creating a meaningful link between your child's home and the learning environment.



We use the Early Years Learning Framework (EYLF) as a guide for the centre's program. The EYLF aims to extend and enrich children's learning from birth to five years and through the transition to school.

The vision of the Framework is that all children experience learning that is engaging and builds success for life. It portrays the view that children's lives are characterised by belonging, being & becoming.

1. **Belonging-** Experiencing belonging— knowing where and with whom you belong— is integral to human existence.
2. **Being-**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.
3. **Becoming-**Becoming reflects the 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.

The EYLF has five learning outcomes for children...

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

All children have some special considerations / additional needs at some point of time in their development that they may need some extra support with. These needs will be addressed and planned for through the child's individual programs. If a child is presenting behaviours or developmental delays that is of concern to a parent/guardian and staff, then educators will work with families/ guardians to reach out to the appropriate support networks.

We will work with your family during the process and support your family and child to reach the best outcome.



ATTACHMENT, RELATIONSHIPS AND POSITIVELY GUIDING BEHAVIOUR

*'In an early childhood setting, children develop a sense of **belonging** when they feel accepted, develop attachments and trust those that care for them. When children feel safe, secure and supported they grow in confidence to explore and learn.'*

Families are their child's first and most influential teachers. More than any other force it shapes the attitude, the hopes, the ambitions, and the values of the child. Meaningful relationships are the foundation of our learning and development. As professionals, we strive to develop trusting attachments with each child so they can reach their potential in our learning environment. It is important to us, that we form relationships with you their families, as learning outcomes are most likely to be achieved when early Childhood Educators work in partnership with families.

As we work in partnership with you and your family, we endeavour to withhold these standards and continue this learning from the foundations you have created. Thus, creating best developmental outcomes for your child.

To assist your child in the settling process we will be spending lots of quality time with them building a rapport, extending on interests and being consistent, to help them build trust in their educators and create a sense of belonging within the Early Learning environment.

To facilitate relationships, we use elements of the Attachment Theory to guide our in our daily practises. *The Attachment Theory is a relationship-based theory that is supported by decades of University research and literature. This research has confirmed that secure children exhibit increased empathy, greater self-esteem, better relationships with parents and peers, enhanced school readiness, and an increased capacity to handle emotions more effectively when compared with children who do not have secure attachments.*

Through using the 'Circle of Security' your child will begin to feel comfortable to explore the environment independently. The Circle of Attachment is where the child feels safe to leave their trusted educator (or primary caregiver) then return for reassurance, then move away again and the 'circle' continues. This theory supports the development of relationships, confidence, social and emotional skills and can assist with positive behaviour guidance.



Positive Behaviour Guidance:

Guiding children's behaviour is an important aspect of caring for and educating children. The behaviour and guidance strategies used at our Service are designed to provide children with the opportunity to develop more desirable ways to deal with emotions and situations, develop self-regulation skills and to look beneath children's behaviour to discover their genuine relationship needs.

Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. All educators and staff at our Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different age groups.

Behaviour guidance strategies implemented within our service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences and consultation with children.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

(See the centre's Behaviour Guidance Policy for more details)



Administration

NEWS ABOUT OUR CENTRE

Each week we send our families and guardians a summary of our week through the OWNA APP. This may include upcoming events, information about available emergency care days, medical information regarding health outbreaks and staffing for the following week. It is important to read all notices, to ensure you don't miss out on any special activities and information.

Daily journals are composed within each room to promote communication with families surrounding individual and group learning experiences. These are posted daily through the OWNA APP to enhance your knowledge of your child's learning and development.

PRIORITY OF ACCESS GUIDELINES

The Federal Government has set priority of access guidelines, which the Centre must abide by to receive funding. Places at our Centre are filled, from the Waiting List in the following order, according to the Priority of Access Guidelines:

1. Child at risk
2. Working Parents, Parents Seeking employment or Students
3. Non-working parents. If you are a non-working parent and a working parent requests care then you may be asked to give up your child's place or swap a day. The centre is required to notify families 14 days in advance if this is to occur.

EMERGENCY CARE

At times a family may need emergency care in addition to their child's regular day care attendance. This can be arranged with the Administration or Directors providing a vacancy exists at the time of need.

Please notify the centre if your child will be absent or please give the centre as much notice as possible if an extra day is needed and we will do our best to accommodate your needs.



FEES

The daily fees from July 2023 are:

Nursery Room	\$142.00
2-3 Prep Preschool Room	\$135.00
3-5 Preschool Room	\$131.00

The fees are subject to change after consultation with the Management Committee.

CHILD CARE SUBSIDY (CCS)

The Child Care Subsidy is the main way the Government assists families with their child care fees.

The Child Care Subsidy that commenced on 2 July 2018:

- replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- is generally paid directly to child care providers to be passed on to families
- is simpler than the previous multi-payment system
- is better targeted and provides more assistance to low and middle income families.

Child Care Subsidy Eligibility

- Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child.

These include:

- The age of the child (must be aged 13 or under and not attending secondary school, except in certain circumstances where an individual may be eligible for a child who does not meet this criteria, such as children with a disability or medical condition in certain circumstances)
- the child meeting immunisation requirements
- the individual, or their partner, meeting the residency requirements listed in the legislation.



In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved childcare provider, and not be part of a compulsory education program.

CHILDCARE SUBSIDY ENTITLEMENTS (CCS)

There are three factors that determine a family's level of Child Care Subsidy.

These are:

[Combined annual family income](#)

[Activity test](#) – the activity level of both parents

[Service type](#) – type of child care service and whether the child attends school

The Child Care Subsidy is generally paid directly to service providers to be passed on to families as a fee reduction. Families make a co-contribution to their childcare fees and pay to the provider the difference between the fee charged and the subsidy amount.

There is also targeted additional fee assistance for vulnerable families through the [Child Care Safety Net](#).

Families can get an estimate of what they may be entitled to by entering their details into the [Department of Human Services Payment and Service Finder](#).

It is the responsibility of the parent/ guardian to apply for your CCS before enrolling your child with a day care provider. If you are unsure that you applied for your CCS subsidy correctly, contact 136 150

Warners Bay Early Learning and Care Centre will then enrol your child.

After your child is enrolled the family/guardian is required to confirm child enrolment, hours of care required with Centrelink.

Failure to do this will mean your fees WILL NOT be subsidised by the Government and full fees will be charged.



If you increase the number of days in which your child attends care, it is imperative that you adjust your hours of required care, to ensure you receive the correct Government subsidy. This process is quick and easy and care be completed through the Express Plus Centrelink mobile app.

PAYMENT OF FEES

Prior to commencement at the centre, a Security Deposit for your child must be paid. The fee is \$50 per day with a minimum payment of \$100 due by the child's enrolment meeting. For example 5 days = \$250. However, should a family change their mind about accepting the offered placement the holding deposit is non-refundable.

If placement at the Service is being booked in advance, it will be at the discretion of Management to decide if a bond consisting of **1 week's full fee** is to be paid to hold a child's position at the Service. This fee secures the placement at the childcare centre and is added to the family's account. The Bond payment will be refunded back to families as a credit to their account when child starts at centre No offer of placement will be deemed accepted by the Centre Management until the holding deposit has been paid.

It is non-refundable if the parent/guardian change their mind and wish to go elsewhere. The holding fee is to compensate WBELCC for giving up the right to fill the opening.

The Security Deposit is refundable upon your child withdrawing from the Centre if all accounts are paid in full and no amount is outstanding when the child leaves the centre. Alternatively, it can be transferred into the next year of care or to siblings attending the centre. If a family's fees falls behind by 2 weeks or more the family will be asked to pay these outstanding fees immediately or their child's position may be withdrawn and an account sent for any fees outstanding. If fees remain outstanding by more than one month a payment plan will be engaged and the matter may be escalated to the Management Committee. **Please ensure your fees are up to date to avoid losing your child's position.**

All childcare fees will be paid by Direct Debt by a child care account system called HubWorks through your bank account or Credit Card. Please note payments by credit card will occur an additional fee. Any bank fees accrued because of overdrawn accounts will not be paid by the centre. If any payments default, a \$10 fee will be charged. All families are responsible for ensuring enough money is in the account ready for your child care fees payment. A receipt will be issued each time a payment is made and a statement of account is issued monthly. Fees are charged for any days that



your child is absent. For example holidays or sick days. Fees are not charged for Public Holidays or closure periods. Families experiencing difficulty in paying fees should contact the Directors immediately. Please do not wait for your child's place to be reviewed. Feel free to contact the Administrative Assistant between 7:30am – 2:30pm Monday to Friday to inquire about your family's account.

LATE FEE

Opening and closing times for the Centre are very strict due to licensing and staffing regulations.

- On the first occasion a child/ren is picked up after 6:00pm a written warning will be given to the family in question.
- On subsequent occasions a late fee will be charged: **\$10.00** within the first five minutes, **\$20.00** within the next five minutes and **\$20.00** for each five-minute block after. For example, two minutes late will cost \$10.00 or seven minutes late will cost \$30.00.
- This fee will be charged each time your child is left at the centre after 6:00pm.
- This fee is not included in the Child Care Subsidy Scheme.

It is the responsibility of the parent to notify the Centre if he/she will be late and to organise alternative arrangements to have their child/ren collected by 6.00pm.

NOTICE OF WITHDRAWAL OF A CHILD FROM OUR CENTRE

Four weeks' notice must be given in writing or an email if you are withdrawing your child from the centre or reducing your child's days of enrolment.

Please discuss this matter with either the Directors or the Administrative Assistant to arrange for this procedure to occur and finalise payment of fees.

Please be advised, any absences made after the child's last physical day of attendance will not be eligible for the government CCS payment. Therefore, the full daily fee (inclusive of the GAP and CSS fee) will be charged.



CWA

A Complying Written Agreement (CWA) is an ongoing agreement between a parent/ guardian and the Early Childcare Education and Care (ECEC) centre.

It is a legal requirement for ECEC Service providers to have a CWA for every child receiving care within the service. It is the responsibility of the parent/ guardian of a child to sign this agreement online or a physical copy. This will then be kept at the centre.

If there is changes to your child's days of attendance or a fee increase a new CWA will be formulated and required to be signed.

ALLOWABLE ABSENCES

Child Care Subsidy is paid for up to 42 *Allowable Absence Days* per financial year across all approved long day care services, family day care, in-home care services and specialised outside school hours care services. Each child receives a new set of 42 Allowable Absences at the beginning of each financial year. Allowable Absence days can be taken for any reason (provided the day being claimed as an absence is a day on which care would have otherwise been provided). If a family is using another approved service, it is your responsibility to inform the other service of any allowable absence taken. A statement will be sent out quarterly showing the number of absences, dates and tallies and the total of Allowable Absences for the year are also shown on the account statements sent out to parents.

Child Care Subsidy is also payable to absences taken for the following reasons: illness (with a medical certificate), non-immunisation, rostered days off, rotating shifts, temporary closure of a school or pupil-free day, public holidays, periods of local emergency, shared care arrangements due to a court order, consent order or parenting order and attendance at preschool.

Absence days taken for the above reasons are called *approved absence days*. There is no limit on the number of approved absence days a child's family may claim providing they are taken for those specified reason stated above. If families are taking an Approved Absence day, then supporting evidence, for example a doctor's certificate or court order must be provided to the centre.



FEEDBACK AND GRIEVENCES

Our centre welcomes your feedback and suggestions about our services, as we endeavour to provide the very best quality care.

We base our practices on respect and open communication. If you have a Grievance that you would like addressed we have a Grievance Policy. Following the correct procedure when handling a Grievance creates a safe forum where a fair and equitable outcome is sort.

(See the centre's Grievance & Complaint Handling Policy for more details.)

Any feedback is appreciated and provides a valuable resource to the educators, staff and centre management. If you have any questions, concerns or praise that you would like to pass on then the following contacts may be helpful.

CONTACT DETAILS FOR THE CENTRE

Bianca Guillaume (Director) works Wednesday, Thursday & Friday

Debra Denz (Director) works Monday Tuesday and Wednesday

PO Box 398 WARNERS BAY NSW 2282

Ph: (02) 4947 1300

Email: director@wbaychildcare.com.au

President of the Management Committee: president@wbaychildcare.com.au

Management liaison officer: staffliaisonofficer@wbaychildcare.com.au

CONTACT DETAILS FOR THE DEPARTMENT OF EDUCATION AND COMMUNITIES

NSW Early Childhood Education & Care Directorate,

NSW Department of Education & Communities

Locked Bag 5107, PARRAMATTA NSW 2124

Ph: 1800 619 113 (toll free)

Fax: 02 8633 1810

Email: ececd@det.nsw.edu.au

Website: www.det.nsw.edu.au



Health and Safety

MEALTIMES AND BIRTHDAY CELEBRATIONS

We provide three nutritional meals daily. These are: morning tea, lunch and afternoon tea. A late snack is provided to those children still at the centre at 5:30pm.

We **do not** provide breakfast, please ensure your child has had breakfast before attending, so they have the energy to play and learn before morning tea.

The menu is varied and interesting and provides food from various cultures. The menu provides 50% of the child's recommended daily intake for all nutrients. Parents are encouraged to make contributions to the menu planning process. This can be done by bringing in recipes or filling out surveys about the menus at the centre. Menus for two weeks are displayed in the foyer on the notice board near the kitchen. Please feel to take a copy of the menus.

It is vital that families inform the centre of any allergies, dietary restrictions or any special diets so that we can adjust the menu accordingly and inform staff. The centre supplies the NAAN Comfort formula only. If you choose to use a different formula, guardians/families will need to supply it. Please ensure you supply a fresh unopened tin each time with clear instructions written on the tin.

If your family celebrate birthdays, we welcome you to send along some lollies (The Natural Confectionary Co. brand only due to allergies) to the centre. Please check the chart on the kitchen notice board for which lollies are accepted at the centre. The centre has a special birthday box where the children are able to blow out the candles and the lollies are shared amongst all the children.

(See the centre's Nutrition and Food Safety Policy and Bottle Preparation cleaning and breast feeding policy for more details)



MEDICATION

Any medications are to be handed to an Educator. It is hazardous to leave them in your child's bag.

If your child required medication whilst at the Service, a Medication Record Form is to be filled out by parents or guardians before medication will be administered by your child.

Medication will only be administered to a child if:

- the administration of the medication is authorised by a parent or guardian in writing
- medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner)
- from its original container with the original label including the name of the child for whom it is prescribed
- before the expiry or use-by date

Medications for siblings or medications that has expired, will not be administered.

Children with allergies, asthma or diabetes and / or are on long-term medication will need to complete an action plan and have it signed by the child's medical practitioner and a risk assessment will take place to ensure the child's safety, health and wellbeing at the centre. These forms and a copy of the centre's Medical Conditions Policy will be given to you at your enrolment meeting.

Panadol will only be given for temporary relief of pain and temperature that has occurred while the child has been attending the centre and the educators are waiting for the child to be collected. Panadol will also be administered when the centre has received written instruction from the child's doctor.

Non-prescribed medication (nappy rash, teething gel) requires a pharmacy dispensing label and dosage instructions.

(See the centre's Administration of Medication Policy for more details)



SAFETY PRACTICES AND PROCEDURES

The physical environment meets the national regulatory standards by the Department of Education and Communities in respect of health, safety and hygiene. The centre has a Health and Safety Committee made up of Management, Staff and Educators to ensure these standards are maintained to a high standard. Management and Educators perform safety checks throughout the centre regularly. The staff and children are kept up to date with emergency procedures through training and emergency evacuation fire drills. These are practised quarterly. Procedures are displayed on the walls in the children's rooms.

(See the centre's Work Health and Safety Policy for more details)

ACCIDENTS AND FIRST AID

All primary contact Educators have a current First Aid Certificate, and will administer minor first aid in the event of an accident. If, as a result of an accident, the staff feel medical attention is necessary, parents will be contacted immediately. If the parent or the emergency contact cannot be reached, the child's doctor or an ambulance will be telephoned. Agreement for emergency procedures must be given on the enrolment form.

(See the centre's Incident, Injury, Trauma and Illness Policy for more details)

ILLNESS AND INFECTIOUS DISEASES

The centre will not permit entry to a child who has a contagious illness or infectious disease. The centre follows The Department of Health's Staying Healthy – Preventing infectious diseases in Early Childhood Education and Care services 5th Edition as guidance for exclusion practises.

While Doctors certificates may be helpful, the Directors in consultation with the educators, will determine if a child is well enough to attend the Early Learning Service and the length of exclusion from the centre where infectious diseases have been a problem.



The centre will not permit entry to a child who has a contagious illness or infectious disease. The centre follows The Department of Health's Staying Healthy – Preventing infectious diseases in Early Childhood Education and Care services 5th Edition as guidance for exclusion practises.

If the Directors or educators deem your children not well enough to participate in normal activities like going outside or playing, your children may still be excluded even with a Doctors clearance. (Staying Healthy in Child Care.)

(See the centre's Exclusion & Health Policy for more details)

IMMUNISATION

In accordance with the Department of Health regulations you will be required to provide a copy of your child's current Australian Childhood Immunisation Register (ACIR) Immunisation History Statement which shows that the child is up to date with their scheduled immunisations.

Each time a booster immunisation is administered, the family/guardian are required to forward the updated statement to Warners Bay Early Learning and Care Centre for our records.

Parents/guardians may obtain a copy of their child's Immunisation History statement at any time:

The quickest way to obtain a immunisation statement is by using the [Medicare online account](#).

Do this through the:

- [myGov](#) website
- [Express Plus Medicare mobile app](#)
- By email on acir@medicareaustralia.gov.au
- Online at www.medicareaustralia.gov.au/online
- In person at the local Medicare office, Centrelink office or Child Support Service Centre

Alternatively, you can call: 1800 653 809 for assistance.



A FINAL WORD

We realise at Warners Bay Early Learning and Care Centre Inc. that you are entrusting us with someone who is very precious to you. We are sure that your family's stay at our service will be a happy and rewarding one.

All the Educators and other Professionals at Warners Bay Early Learning and Care Centre are eager to get to know you and your child better and look forward to seeing them grow and learn over the years.

Educators and Staff adhere to the Early Childhood Australia's Code of Ethics and the UN Convention on the Rights of the Child which helps clarify and define the values that are important to your family.

Please remember if you have any questions or concerns, no matter how big or small, please do not hesitate to come and talk to us. If you need further explanation to anything written in this booklet, please see the Directors or refer to the centre's policy manual which you will find has been emailed to you during your enrolment process. The policies detail the correct procedures for families, Educators and other professionals.

We look forward to working alongside you in the future.



*Tell me, I will forget
Teach me, I may remember
Involve me and I will learn*