

Amazing Kids Children's Centre



Parent Handbook

Loving to learn, learning through play.

Web: www.amazingkids.org.au

Ph: (08) 7080 3456

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Our Philosophy / Ethos Statement

Our Vision

For children to become confident and compassionate individuals with a positive self-image, and who are life-long learners.

Our Mission

To develop in each child an awareness of the strength of living a life according to their Faith, and to assist each child in discovering his/her potential and becoming a valuable citizen of the world.

Our Philosophy

We are a service provider with a Christian foundation. We live out our Christian faith at the Centre in the following ways:

Recognising that children develop into their amazing selves through the love and commitment of family, faith, community and education.

Welcoming children and families from other cultures and faiths. We respect the various traditions that our children and families practice and will help children celebrate this diversity.

Encouraging families' participation and being committed to helping them to fulfil their hopes for their children.

We are committed to supporting and developing our staff group so that they can provide an interesting and stimulating learning environment for the children.

Being committed to providing a high-quality educational environment which meets the National Quality Standards and Early Years Learning Framework.

Centre Information

Amazing Kids Children Centre is located on 183 Unley Road, Unley (a 5-minute drive to the Adelaide CBD) and provides care for children aged 2 to school age.

We are a children service provider with Christian foundation. We seek to live out our faith in Jesus Christ and deliver quality service to our children and their families.

We offer three spacious indoor learning rooms.

Toddler Room – for children aged 2 - 3 years

Pre-Kindy Room – for children aged 3 - 4 years

Kindy Room – for children aged 4 - 5 years

All children are encouraged to engage in play, learning, develop, grow, and create at our centre. Our team of dedicated staff are passionate, patient, and professional in nurturing children's development. They seek to support the children in discovering their potential and preparing them for life. Children are provided with opportunities to explore through natural play, learning about sustainability and recycling, and the world they live in through exploring our local community.

Our centre employs Early Childhood Teachers, Children's Services Employees and Kitchen staff in accordance with the licensing requirements set down by ACECQA.

Please note: We will close for the 2 weeks over Christmas and New Year each year. Dates of this period will be provided with as much notice as possible to families.

Opening Hours:

Open from 7am – 6pm (excluding weekends and public holidays).

Payment of Fees:

We charge a once off \$50 enrolment fee (**non-refundable**) payable upon enrolling your child into our service.

For children aged 2 – 3 years, our fees are \$115.00 per day.

For children aged 3 – school age, our fees are \$110.00 per day.

For children aged 4 and above we have a Kindy Program available, our fees are \$60 per day.

Please Note: Kindy program is **Optional**, parents must drop off / pick up strictly between 9:30AM – 3:30PM, a late fee will apply if picked up after 3:30PM.

We use Debit-success for our direct debit system for payments of fees.

If you are entitled to Child Care Subsidy, this will be paid directly to the centre and your fees will be reduced prior to being invoiced.

Late fees policy:

Our Service is not licensed or insured to have children on the premises after hours. This is a breach in the Education and Care Regulations.

It is unacceptable to pick children up late from the Service. A late fee will apply where children are not picked up prior to closing time. Currently, a fee of \$5 per minute, will be added to your account if you are late to pick up your child.

Public Holiday / COVID-19 Lockdown Policy

Whilst the centre is closed on public holidays / during COVID-19 lockdown, but FEES ARE STILL PAYABLE. (Childcare Subsidy will still be paid as part of the allowable absences). The Centre employs educators on a permanent part-time or full-time basis and therefore wages are payable on public holidays. This ensures the continuing stability and consistency of Educators.

Absence Policy

If your child is absent/on holidays from a booked day of care, full fees (minus CCS) must still be paid to the centre on this day. However, we offer a holiday discount of (25% off full fee) for up to four weeks of care per financial year. Please note that families need to provide written notification two weeks in advance to apply the holiday discount. Fee payments need to be up to date to receive the holiday discount.

Am I entitled to Government Assistance?

The Child Care Subsidy (CCS) is a payment made by the Australian Government to help families with the cost of quality childcare and early education. This is paid directly to the service to reduce your weekly fees.

Three things will determine a family's level of Child Care Subsidy:

1. A family's combined income will determine the percentage of subsidy they are eligible to receive.
2. An activity test will determine how many hours of subsidised care families can access, up to a maximum of 100 per fortnight.
3. The type of childcare service will determine the hourly rate cap.

Some basic requirements must be satisfied for an individual to be eligible to receive the Child Care Subsidy. These include:

- The age of the child (must be 13 or under and not attending secondary school).
- The child meeting immunisation requirements.
- The individual, or their partner, meeting the residency requirements.

The number of hours of subsidised childcare that families will have access to per fortnight will be determined by a three-step activity test.

In two parent families both parents, unless exempt, must meet the activity test. In the case where both parents meet different steps of the activity test, the parent with the lowest entitlement will determine the hours of subsidised care for the child.

Low income families on \$66,958 or less a year who do not meet the activity test will be able to access 24 hours of subsidised care per child per fortnight without having to meet the activity test, as part of the Child Care Safety Net.

Step	Hours of activity*	Maximum number of hours of subsidy per child*
1	8 – 16 hours	36 hours
2	More than 16 hours to 48 hours	72 hours
3	More than 48 hours	100 hours

*Per fortnight. Source: www.education.gov.au/child-care-subsidy-activity-test

You can read more about the Child Care Subsidy and Activity Test, and can complete an online estimator at www.education.gov.au/ChildCarePackage

It is the responsibility of the parent to register for Child Care Subsidy (CCS). This can be done by contacting Centrelink either in person, by phone (136150) or by accessing your My Gov account at <http://my.gov.au/>

Flexible Hours and CCS

At Amazing Kids, we provide families with the opportunity to choose which hours best suit their needs to maximise their CCS entitlements.

Our families will:

- Not be limited by start and finish times like models from other early education providers.
- Be able to confirm their enrolment in one of our flexible options.

We offer ten-hour sessions and six-hour sessions (Kindy Program) options on one associated flat fee, which enables families to make the most out of their Child Care Subsidy.

	Six-hour Day (Kindy)	Ten Hour Day
Flexible care time frame	9:30 AM – 3:30 PM	Any ten-hour period within the centre operating hours. Parents choose the start and finish times.
Grace period	Not applicable	One hour overall
Late fees and charges	Only applicable outside of session hours. Existing fees apply.	None, unless pick up or drop off falls outside of centre's operating hours.

Need help?

Call Centrelink on 136 150 (8am-8pm, M-F).

Settling into Care (Orientation)

Ensuring that you and your child/ren feel safe and secure in our centre is our top priority. We acknowledge that when starting at a new early learning centre that both families and children can be full of emotions. In supporting you during this transition/orientation process into care, we arrange some “stay and play” sessions prior to the commencement of care. We recommend two sessions prior to the commencement of care. The purpose of these sessions is for the educators to spend some time talking to the parent/s to gather information about the child, routines, likes, interests, any special needs, etc. For families, this time can be used for you to see your child interacting in their new environment, exploring, and observing the establishment of building of relationships with peers and educators in their new setting.

We strongly emphasise the sharing of information about your child as required because this becomes integral to supporting the educational programs in our centre, as our educators will incorporate your child/ren’s interests into their curriculum programs.

From the orientation process, we hope that this makes your child’s first day run more smoothly, as they seek out their new educators and friends to interact with. We want to establish an environment in which meaningful and lasting relationships can develop between educators and children, as well as between educators and families. Please feel free to call at any point of the day to discuss your child’s day with their educator as often as needed. This is strongly recommended to help families feel at ease for leaving their children in our care, and to know how their day is going. Communication is fundamental in helping all parties adjust to the care environment.

The settling in process is a unique journey for each individual child, and we cannot say how long the process can take for each child. For some children, it can be relatively short, whilst other children may take a few weeks to feel settled into their new environment. We’ll know that we have reached that destination when your child arrives into the care environment feeling confident and ready to learn. Through these actions, we’ll know that our educators have made strong, lasting connections with your child and family.

Amazing Kids will provide:

- Nappies and wipes
- Sunscreen
- Nutritious and healthy meals including breakfast (served to 8.30am), morning tea, lunch, afternoon tea and a late snack.

What to bring to childcare?

- Bag
- Spare clothes
- Sunhat (provided upon enrolment)
- Milk bottle if required (labelled)
- Comfort items (e.g. dummy, soft toy, blanket)
- Water bottle - labelled

* Please ensure all your child's belongings are labelled.

* Please place all cow's milk bottles in the fridge on arrival. All bottles, screw tops and lids must be clearly named. We ask that formula bottles are not pre-made as per our bottle warming policy, but that the boiled water is supplied in the bottle and formula provided in a formula container for easy measurement for mixing. We are unable to give a bottle that does not have the child's name clearly marked. Bottles will be rinsed then placed back in your child's bag after use.

* We discourage children bringing in their personal play toys to our centre. This will avoid them getting lost or broken during their day.

Arrivals and Departures:

Upon arrival at the centre, you must sign your child in through our Kiosk located in the foyer, and let an educator know your child is here. You also need to sign your child out on departure, and let the educator know you are taking your child home. This is a Government regulation. Should someone other than an authorised contact be collecting your child from care, who has not been to the centre before, then please inform us. We ask that they carry a form of photo ID – a driver's licence is perfect! If we have not been informed, then you will be contacted for permission to release your child into the care of another person.

- In the event that a child has not been collected 15 minutes after closing time, then the parents/guardians will be contacted. If parents/guardians could not be reached, the alternative contacts listed on the enrolment form will be contacted.
- If the child has still not been collected 30 minutes after closing time, then staff will follow the Department of Communities Abandoned Child Procedures including contacting the Child Protection and Crisis Centre 24-hour service.

Nutrition:

In supporting children's learning through mealtimes, children will receive the opportunity to self-serve their meals using appropriate utensils. During mealtimes children are furthering their learning about nutrition, as well as being provided opportunities to extend their social and language development skills.

Children will be encouraged by educators to try new foods but will never be forced. Our menu is designed to vary on a 4 weekly basis and be reflected through multiculturalism and ongoing through the children's voice (foods they like or would like to try). Each menu will include fresh fruits, vegetables, whole grain breads, meats, poultry and dairy.

Filtered water is provided at each meal and throughout the day for children.

Please note that our centre is a nut-free centre. We do not allow food from outside.

Food allergies / intolerances:

Our centre chef will take the utmost care in ensuring that children with food allergies and / or intolerances are provided with meals that will accommodate their dietary needs. If you require further information, please speak to the Centre Director.





Curriculum at Amazing Kids:

At Amazing Kids, the Early Years Learning Framework (EYLF) is used by all educators for planning and programming purposes. This is the National Curriculum Document for children from birth to five years.

Educators will also use the EYLF curriculum document when documenting your child's individual learning journey. Children will be encouraged to participate in a wide range of activities to develop their interests, construct their identities and understandings of their world and foster their independence.

Educators will use information collected from observations, children's interests and family input to create meaningful and relevant learning programs to foster your child/ren's development. Through play, children will be encouraged to learn, grow, create and develop their skills to apply to everyday aspects of their life.

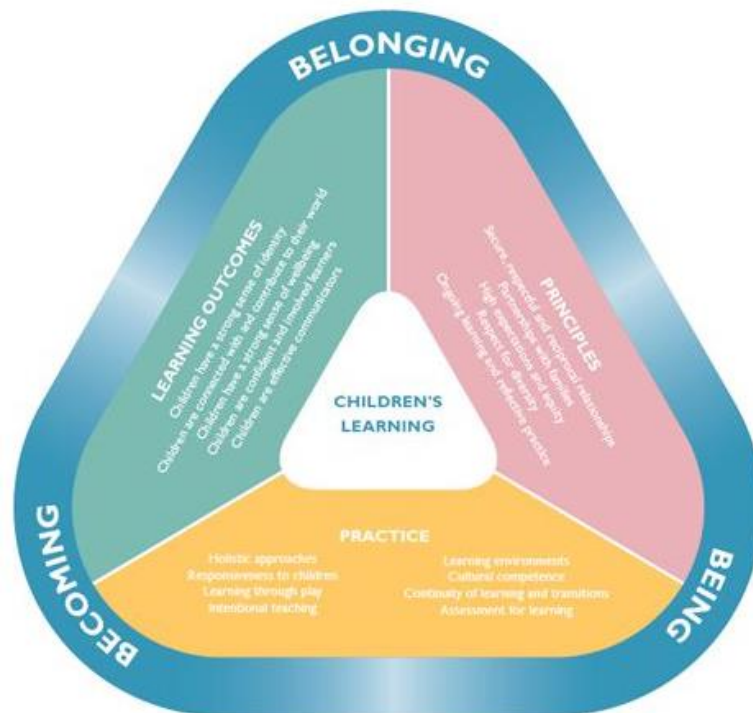
The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationship they have with their family, community, culture and place. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. Becoming emphasises learning to participate fully and actively in society.
(Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p.7).

Through the EYLF's five learning outcomes, educators will assist your child/ren to develop:

- A strong sense of their identity
- Connections and contributions with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning
- Effective communication skills

Our centre also offers an extensive preschool and school readiness program based on EYLF. EYLF holds a strong emphasis on play-based learning being the best vehicle for young children's learning through providing appropriate stimulus for brain development. We aim to guide your child in becoming an effective learner through creating an environment that is challenging and stimulating for each individual child. The overall aim of our programs is to help your child in developing their skills and learning in all areas necessary for success now and in the future.



(Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p.10).

Observing Your Child's Progress:

As previously outlined, educators will use the EYLF to observe your child's learning so they can build upon it by planning next steps to extend your child's skills and thinking. Ways that this can be achieved include; listening, watching and talking to your child.

Each child will have their own portfolio folder (collection of learning). This may contain photos and examples of your child's work to show what they are learning at the time. You are able to view your child's learning journey at any time you choose.

Along with the children's individual portfolio, within each room there will be an educational program on display for families to view. Along with this, educators will also publish daily learning that can be seen in the classroom, as well as photographs, artwork, and learning stories to inform you of the current learning in the room.



Preschool Program:

We offer an Early Childhood Education Program for four-year olds. Developed and implemented by our Early Childhood Teacher, our preschool program is customised to meet the individual needs of each enrolled preschool child. Our educators will actively encourage your child's interest in literacy and numeracy as well as social and problem-solving skills and will provide them with the building blocks to develop and practice these skills. The four-year-old child's preschool year is a very important year in their development as it prepares them for transition to primary school. Primary schools are challenging places for young children. A school age child is expected to co-operate with others, share equipment, follow rules, take turns and be considerate of others. They must learn to take care of themselves and their belongings, and to keep themselves safe. At school, your child will be motivated to use new words, to express themselves with words, music and paint, and to listen to and comment on stories and ideas.

In the year before your child's primary school journey begins, our educators, in their daily interactions, will encourage your child to develop a passion for learning and support them to begin this exciting journey to "big school" through classroom routines and learning experiences.

Transition to School:

Our service will work in partnerships with the local schools to support children transitioning to school throughout the whole year by providing excursion opportunities to the local schools

in our area with the purpose to explore school facilities such as the playground, oval, and library spaces for learning opportunities. Within the first year at school, the Australian Curriculum emphasise the development of successful learners, having confident and creative individuals, and children being active and informed young people who are ready to take their place in society. Teachers at school will provide children with opportunities to develop interactions with others, experiment, practice and play in the classroom and school community to develop their learning and knowledge. Therefore, this will be an extension of the types of learning opportunities that your child/ren will be offered through the preschool program at Amazing Kids.

Incursions/Excursions:

To extend children's learning and development they will be provided opportunities to participate in incursions and excursions relevant to the room program and children's interests (additional charges may apply).

Language:

Children will be provided the opportunity to develop their language skills by learning an additional language offered: Mandarin. Providing children with the opportunity to further their learning by engaging in an additional language promotes critical thinking and creativity in our children. Through a play-based curriculum, children will have the opportunity to explore their new language skills and share their learning and knowledge with friends and family.

Chaplaincy Service:

The Chaplain for Amazing Kids Children's Centre will:

- Sustain and encourage relationship between the Centre and Unley Parish.
- Provide chapel services for children through a selection of songs, games and bible stories.
- Lead in prayer or devotional activities as part of the support for the centre.
- Accessible for all who express their interest to know more about the gospel of Christ in a friendly and constructive environment.

Celebrations:

Our children's programs are developed to incorporate cultural and religious events of children attending our centre, and the wider community. Children will deepen their understanding about different cultures and religions by engaging in stories, rhymes, music, foods and exploring traditional items such as clothes and artefacts.

Participation:

Providing consent for your child/ren to participate in additional programs as outlined above is sought during the enrolment process. At any time should you wish to change the type of consent provided, please advise the Centre Director in writing.

Additional Programs:

We will also offer children the opportunity to explore extra-curricular programs such as dancing, music or sport lessons.

Additional charges will apply for the instructor and your child to participate.



National Quality Framework (NQF)

The National Quality Framework is a government initiative which sets a National Quality Standard creating greater consistency for early childhood education and care services across Australia.

This initiative aims to improve educator-to-child ratios in services, increased skills and qualifications, national regulations and a quality ratings system which will help you to make informed choices about the education and care you choose for your child.

Our centre's aim is to exceed the National Quality Standard across all areas of our service and our centre has a quality improvement plan in place to show what is happening in our centre to achieve this. This will look at areas such as educational programs and practice, children's health and safety, physical environment, staffing arrangements, relationships with children collaborative partnerships with families and communities, and governance and leadership across the centre.

For more information about the National Quality Framework, please speak to your Centre Director or visit www.acecqa.gov.au

Environments and Routines:

Our routines provide for individual play and learning as well as small and large group play and learning experiences. Children's language and literacy skills are further developed during these times as children are involved in storytelling, drama and games. Music also plays a large part during these sessions as children can experiment with dancing, singing, playing instruments and exercising their bodies.

Spaces are made available for children to engage in rest and quiet experiences. Educators provide a range of active and restful experiences and support children to make appropriate decisions regarding participation.

Each of our centre's rooms are individual and unique and is tailored to suit the age and development stage of your child, the diversity of the educators, children, families and the wider community and are filled full of laughter, fun and educational resources.

All aspects of children's learning and development is catered for including physical, social, emotional, creative, cognitive and communication. Children's learning is dynamic and complex, and the centre's environment is designed to accommodate for this.

As your child grows and develops so will their needs, interests and abilities. To cater for this, your child will gradually transition to the next room, where their skills and development can be extended.

Our transitioning procedure includes communication with families and involves a careful assessment of your child's records to ensure they are ready for the next step. This process also includes short visits initially to the new room to build familiarity and ensure a smooth transition. Once your child has established some familiarity in the new room with children and educators, they will be offered extended visits to learn about the new room routines.



Sustainable Practices:

Our educators and children work together to learn about and promote the sustainable use of resources and to ensure we continue to develop and implement sustainable practices. Our centre as has an environmental strategy including recycling, use of recycled resources, energy efficiency, water conservation and more. Find out how you can be involved by asking the Centre Director or your child's educators.



Open-door Policy:

You are welcome to drop in and see your child or speak with an educator at any time. Educators are available to discuss your child's needs at arrival and departure, but if a more in-depth discussion is required, then a mutually agreed time can be arranged.

We welcome parent's comments and feedback. This information is used to continue to grow and develop our program and practice. If you are feeling unsure about something, then please do not hesitate to speak to an educator in your child's room, or the Centre Director.

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians and family involvement within our Service. Participation by parents, guardians and families conveys a positive impression to children and allows them to feel supported as well as a sense of belonging. We believe in offering an open-door policy in which families are welcome to visit the Service when it is convenient for them.

Child Care Policies and Procedures:

Our centre has several policies and procedures pertaining to the care of your child. Our policies are located in the centre office and are available to review at any time. For more information on our centre policies please speak to the Centre Director.

Accidents and Incidents

In early childhood, illness and disease spreads easily from one child to another, even when implementing the recommended hygiene and infection control practices. When groups of children play together and are in new surroundings accidents and illnesses may occur. Our Service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices.

Educators have a duty of care to respond to and manage illnesses, accidents, incidents & trauma that occur at the Service to ensure the safety and wellbeing of children, educators and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases.

Health and Hygiene

We believe that ensuring the health and safety of children, educators and staff, and supporting children's ongoing wellbeing, is a fundamental provision of an Education and Care Service. Educators in services need to be aware of the likelihood of young children being exposed to an infectious illness whilst in care. Maintaining hygiene practices within the service and teaching young children about health and hygiene will assist in the prevention of infectious diseases. Providing families with timely and current information will further support this process.

We are dedicated to ensuring that all health and safety needs are met through the implementation of operative hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and providing a safe and secure physical environment for children.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the Service until 24hrs after the temperature/fever has subsided.

Any children that have had infectious diarrhoea and/or vomiting will be asked to stay away from the service for 24 hours after symptoms have ceased to reduce infection transmission.

In any occurrences where children show any signs of other illness, accident, injury or trauma, educators will refer to the Incident, Injury, Trauma and Illness Policy.

The importance of children's nutritional and physical health needs will be promoted by educating children about a healthy lifestyle which will be reinforced through the everyday routine and experiences. Information on health, hygiene, safe food and dental care principles and practices will be displayed at the Service to provide families with more information.

We believe in quality education and care in an environment that provides for their protection through adequate supervision, safe experiences and environments, and emergency vigilance. Educators at the Service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the Service.

Emergency Evacuations

It is vital that if an emergency situation arises, it is handled effectively and with consideration for all involved. Supporting Educators and children with an emergency situation requires vigilant planning and consistent implementation.

Effective management of emergency situations provides an opportunity to help support and build on children's coping mechanisms and resilience.

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the Service's environment. It is a risk to an individual's health and safety. It is important that Services define emergencies that are specific to their environment.

We have a duty of care to provide all people with a safe and healthy environment. The National Quality Standard, Element 2.2.2 encourages Services to effectively manage incidents and emergencies in consultation with relevant authorities and practiced and implemented to ensure best practice and the safety of children.

To ensure compliance with National Regulations, the emergency and evacuation procedure must set out:

- Instructions for what must be done in the event of an emergency
- An emergency evacuation floor plan

Emergency evacuation plans are practiced and reviewed frequently. Evacuation plans are displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference. The Approved Provider will ensure a risk assessment is conducted to identify potential emergencies that are relevant to the service when preparing the emergency and evacuation procedure. Our emergency evacuations will be practiced every three (3) months.

Immunisations

Immunisation is one of the safest and most effective methods of protecting a person against a number of potentially fatal childhood diseases. It is for this reason the Centre encourages all families to immunise their children.

Immunisation also protects other people who are not immunised such as children who are too young to be immunised, or people whose immune systems do not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people: this is known as 'herd immunity'.

Children and staff attending the Centre should be immunised according to the schedule and guidelines recommended by the National and Medical Research Council.

Medication

To support children's wellbeing and manage precise health requirements, our Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are developed and implemented. Our Service is committed to adhering to privacy and confidential procedures when dealing with individual health requirements. There are several concerns that must be considered when a child with a diagnosed health care need, allergy or medical condition is enrolled at the service. Key requirements must be in place prior to the child commencing at the Service to ensure their individual health and safety.

Medication can only be administered under the following guidelines:

- Medication is provided by the child's parents
- The administration is authorised by a parent or guardian;
- Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
- Medication is from the original container;
- Medication has the original label clearly showing the name of the child;
- Medication is before the expiry/use by date.
- Any instructions attached to the medication or related to the use of the medication

The centre's Paracetamol is kept in a locked medication cabinet for emergency purposes. To safeguard against the disproportionate use of Paracetamol and minimise the risk of concealing the fundamental reasons for high temperature, educators will only administer a single emergency dose of Paracetamol in event of a fever. If a child presents with a temperature whilst at the Service, family will be notified and asked to organise collection of the child as soon as possible. Family will be asked to provide a written consent (through text or email) before administering the emergency dose of Paracetamol. If family cannot be reached, Nominated Supervisor or other educators may administer emergency first aid.

The centre does not provide nappy cream. If your child required nappy cream please bring in your own detailing your child's name, dosage and expiry date.

Cultural Diversity

All children have the right to be treated equally. Diversity in all its forms should be embraced within Early Childhood Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country and the world.

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their additional need and abilities, race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic

background. This policy ensures all children; families and staff are welcome, treated equitably and with respect.

Confidentiality of Centre Records

The right to confidentiality and privacy of the child and the family is outlined in Early Childhood Code of Ethics and National Education and Care Regulations. We will respect the privacy of children and their parents and educators, while ensuring that they access high quality early years care and education in our Service.

To preserve private and confidential files of the children, families, staff and visitors using the Service. We aim to protect the privacy and confidentiality by ensuring continuous improvement on our current systems use, storage and disposal of records, ensuring that all records and information about individual children, families, educators and management are preserved in a secure place and are only retrieved by or released to people who need the information to fulfil their responsibilities at the service or have a legal obligation to distinguish.

Rest Times

Rest times are an essential part of the day for all the children in our Centre. Some of the children use this time to sleep, others to play quietly in a peaceful and relaxing environment. The transition from play to sleep, or from lunch to sleep, is always a smooth one in an environment where children feel secure.

The lights are lowered, soothing music is played, and the educators spend special time helping each of the children to bed whilst encouraging independence in dressing and undressing. Your child's sleep routine at the Centre is developed with your help to compliment your home routine. Your child is welcome to bring along any security items, such as a dummy, bottle, blanket or special toy. At our Centre your child will never be forced to sleep but encouraged to rest by either reading or playing quietly. Our rooms are always set up with quiet activities for children who do not require a formal sleep or rest time. For further information on sleep practices, please request a copy of the Centres Sleeping and Rest Requirements Policy.

Sun Protection

Our centre takes care to protect children and educators from direct exposure to the sun by SA regulations and the childcare building code regarding the amount of manufactured and natural shade available in the playgrounds.

We recommend that parents pack clothing for children that will protect them from the sun, including a hat, longer sleeved t-shirts and loose clothing which covers all their body (i.e. no midriffs, singlets or bare backs).

Sunscreen will be applied to those children with prior written permission in accordance with the blanket permission form guidelines relating to the use of Foreign Substances. Sunscreen will be applied to these children 20 minutes before going outside and is then regularly reapplied every 2 hours.

Literature on sun care is available at the centre. For more information on the centre's Sun Protection policy, please ask the Centre Director.

Clothing

Please dress your child in play clothes that wash easily. In choosing what your child should wear to the centre, please consider the following:

- Your child will be working with messy materials such as paint, glue, water and sand so clothing must be able to stand a little wear and tear.
- Clothing must provide some protection and be comfortable for both indoor and outdoor experiences.
- Children will be climbing, running, jumping and swinging so they will need clothes that neither restrict their activity nor reduce their safety (e.g. slippery shoes, long skirts)
- Children will need clothes which allow for growing independence i.e. pants that can come off easily for toileting.
- Please name all clothing and footwear.

Priority of Access

The Australian Government funds childcare to support working Australian families and ensure all children have access to quality early childhood education and care. However, the demand for childcare sometimes exceeds supply in some areas. When this occurs, it is important for services to allocate places to those families with the greatest need for childcare support.

To ensure that the centre adheres to the guidelines issued by the Australian Government, priority of access to childcare will be given according to children falling in the following categories:

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

In relation to priority three, there are some circumstances in which a child who is already in a child care service may be requested to give up their place or change days at the service in order for the service to provide a place for a higher priority child, but only if the parent is

notified of this policy upon enrolment AND the service gives parents 14 days' notice of the requirement for their child to give up their place or change days.

Within the main categories, priority is also given to children in:

- Families with low incomes.
- Aboriginal and Torres Strait Islander families.
- Parents or children with disabilities.
- Families from non-English speaking backgrounds.
- Single parent families.
- Socially isolated families.



Further Information

If after visiting the centre and reading through your parent handbook, you have any questions please contact the Centre Director.

Web: www.amazingkids.org.au

Ph: (08) 7080 3456