



Waterford Preschool Parent handbook 2018



Exceeding the National Quality Standard in Early Childhood Education and Care

MISSION STATEMENT

Waterford Preschool commits to providing a quality pre school service in partnership with parents that is relevant and responsive to its community. We recognise diversity and foster the overall development of each child as an individual within the group context and wider social environment.

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Waterford Preschool

Contact Details

Our Address: 44 Henrietta Street, Waverley 2024
Our Telephone No: Ph. 9389 2094
Our Email: waterfordpreschool@waverley.nsw.edu.au
Hours of Operation: The preschool is open from 8.00-3.30 Monday to Friday (during public school terms)

Grouping: The preschool provides a program for two groups of 30 children. We currently offer a three-day group (Monday-Wednesday) and a two-day group (Thursday/Friday).

Priority of Access: Waterford Preschool is fully sponsored by Waverley College and children of staff currently employed at the college will be given priority of access. The Preschool will also offer positions to the community as prescribed by the NSW State Government funding Agreement categories:

- Children who are at risk of harm;
- Indigenous children;
- Children from low income families;
- Children from culturally and linguistically diverse backgrounds;
- Children with additional needs;
- Children in their year before school (with highest priority given to children closest to school entry).

Welcome to Waterford

INTRODUCTION

Extensive educational research and experience have confirmed that the first five years in the life of a child are the most formative. “Early childhood, which spans the period up to 8 years of age, is critical for cognitive, social, emotional and physical development. During these years, a child’s newly developing brain is highly plastic and responsive to change as billions of integrated neural circuits are established through the interaction of genetics, environment and experience. Optimal brain development requires a stimulating environment, adequate nutrients and social interaction with attentive caregivers”. (UNICEF)

Access to high-quality care and education programs outside the home are important in providing children with the basic cognitive and language skills they need to flourish in school. Preschool programs also help foster social competency and emotional development. In fact, it is widely recognized that early childhood care and education form the foundation of a high-quality basic education.

HISTORY OF WATERFORD

PRE SCHOOL

Waterford Pre School commenced operation in January 1994 under the auspices of Waverley College when the Trustees of the Christian Brothers purchased the Henrietta Street Campus from Macquarie University.

Waterford Pre School was previously known as The Child and Family Study Centre, which opened in 1969. The establishment of the Centre was made possible through the generosity of the Fairfax family, Waverley Council, the Kindergarten Union and graduates of the College. The Centre was planned to provide an early childhood education program for the children in the area and to provide a special resource and child study centre for the Sydney Kindergarten Teachers College and, later, the Institute of Early Childhood, Macquarie University.

In January 1990 the Institute of Early Childhood became a school of Macquarie University until in February 1994 the Campus was bought by Waverley College. The Christian Brothers decided to maintain the centre as a pre school service for the local community and provided the capital for its refurbishment and re-establishment. The site has been re-named “Waterford” after the city in Ireland where Edmund Rice commenced his work for the poor with the foundation of the Christian Brothers in 1802.

Management

Waterford Preschool is a community-based preschool for children aged 3-5 years. The Preschool is a not-for-profit organisation funded by the NSW Department of Education and Community and the fees paid by the families whose children attend the preschool.

Waterford preschool is owned and managed by the Trustees of the Christian Brothers Waverley College and the Edmund Rice Education Association. The college provides the administrative

support services of financial management; IT and Human Resources. They also provide maintenance and cleaning services to the preschool. The College is also involved in service planning and development.

Waverly College

Waverley College is the sponsor of the preschool and also the Approved Provider. The Approved provider is a person who holds a provider approval. The Approved Provider of the preschool is a shared role between the Headmaster, the Director of the Junior School and the Business Manager.

Waverley's Mission Statement

Waverley College has a comprehensive and fully articulated learning philosophy and mission Statement "Liberate your potential."

- B** Search for the **beliefs** which drive your learning
- I** Embrace **innovation** and enrich your learning
- R** Strengthen your **relationships** and share your learning
- R** Organise your **resources** and enhance your learning
- E** Create a positive **environment** and enjoy your learning
- L** Demonstrate **leadership** and question your learning
- L** Celebrate a **life** of learning enabled by the Spirit of God

The preschool's mission and educational philosophy is closely aligned to and supports Waverley College's Learning statements.

The Director

The director at Waterford is an Early Childhood trained teacher. The Director is responsible for the day-to-day management and administration of the preschool. The Director has a responsibility to ensure that the preschool adheres to and is compliant with the National Law, National Regulations and the National Standards. The Director is responsible for supervising and supporting educators, communication with families, and effective implementation of the Early Years Learning Framework.

Educational Leader

The role of the educational leader is to work with educators to provide curriculum direction and to support the implementation of the Early Years Learning Framework; Principles, Practices and Outcomes. The director is the educational leader at Waterford Preschool.

STAFF YOU SHOULD KNOW

Fiona MacGregor - Director
Graham Leddie - Headmaster
Anthony Banboukjian - Director of Junior School
Bryn Gregerson - Business Manager

National Quality Framework

Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations. The National Quality Framework is an Australian Government initiative linked to improving quality and educational outcomes for young children.

The seven Standards under the NQS include –

- 1. Educational program 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. Governance and Leadership*

National quality rating and assessment process

Services covered by the National Quality Framework are assessed and rated against each of the seven Quality Areas of the National Quality Standard and the National Regulations. They are also given an overall rating.

Assessment and rating of services commence from mid-2012, and the ratings of those services that have been assessed are available on the Australian Children's Education and Care Quality Authority and MyChild websites.

Rating levels

There are five ratings under the new system that a service could get against each Quality Area, as well as the overall rating. The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

The Early Years Learning Framework

Our Preschool follows the National Early Years Learning Framework (EYLF), which is a set of guidelines and outcomes for planning and implementing teaching and learning programs for children aged 0-5 years.

The EYLF includes the following Principles, Practices and Learning Outcomes:

PRINCIPLES

Secure, respectful and reciprocal relationships
Partnerships
High expectations and equity
Respect for diversity
Ongoing learning and reflective practice.

PRACTICES

Holistic approaches
Responsiveness to children
Learning through play
Intentional teaching
Learning environments
Cultural competence
Assessment for learning

OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

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

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

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

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

The Education and Care Services National Regulations

The purpose of the Education and Care Services National Law is to create a jointly governed, uniform and integrated national approach to the regulation and quality assessment of education and care services. The National Law sets out the objectives and guiding principles for the National Quality Framework. The regulations can be found on the ACECQA web page <http://www.acecqa.gov.au/national-regulations>

QUALITY EDUCATION AND CARE

THE PRESCHOOL PHILOSOPHY - Our professional values and beliefs

Our Program

We believe:

- That childhood is an important and significant stage of human development in its own right as well as the foundation for all later learning and development.
- In the holistic nature of learning and the significance of play in a child's social, emotional, physical and cognitive development.
- In a play based program with a focus on the individual interests of children as well as the universal interests of the group.
- In providing a safe, healthy, and secure environment, which encourages children to learn through active exploration, experimentation and interaction with their peers.
- That a rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance learning across all domains.
- In an anti-bias approach where every child and family is treated equitably and with respect.
- In an inclusive environment that supports all children to fully participate in our program.
- All children should be given opportunities to learn about their heritage and culture, as well as the unique culture of Australia's Indigenous community.

Children

We believe:

- Children are capable and resourceful learners who are active contributors to their own learning.
- Children will develop confidence and positive self-esteem through a supportive learning environment that encourages their strengths and interests.
- All children need to develop a sense of belonging and connectedness with their learning environment.
- Children need opportunities to experiment, discover, explore, create, investigate, solve problems and express ideas with the support and guidance of interested educators and teachers.
- It is important to nourish the children's creativity and imagination through meaningful open ended experiences of their choosing.
- We believe children need unhurried time, space and meaningful resources to become fully immersed in their own learning.
- Children need support and guidance to develop positive dispositions towards diversity, difference and social justice.
- Each child needs support to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Families

We believe:

- Family involvement is integral to a high quality program. Families are welcomed and encouraged to participate fully in the preschool program.
- Trust, respect and collaboration form the basis for strong partnerships between families and educators.
- Families are the child's first and most influential educators and therefore have a right to participate in all educational decisions that affect their child.
- We realise the importance of listening and learning from families so we have a better understanding of each individual families needs.
- Ongoing exchange of information ensures that the educators and families have a good understanding of each other's aspirations and learning goals for each child.
- Each family's specific child-rearing practices and cultural styles are respected and where possible integrated into the learning environment.
- In maintaining a family's confidentiality and their right to privacy

Educators

We believe:

- Educators need a high degree of professionalism along with a good understanding of current best practice, National Regulations, National Quality Standards and the Early Years Learning Framework.
- That all decisions made by educators need to be guided by professional standards and the Early Childhood Code of Ethics.
- Educators need to promote nurturing and positive interactions with children and families that foster trusting reciprocal relationships.
- That educator's play a significant role in guiding and mentoring young children's learning.
- Educators must ensure high level of supervision, safety and hygiene practices at all times.
- Need to work as a team, to encourage, support, and collaborate with their fellow educators.
- Educators have a professional responsibility to record authentic and thoughtful documentation of children's learning and development.
- Educators need to maintain a learning culture within the service, be open to change, and the diversity of opinions.
- Educators need to critically reflect on educational decisions and professional practice.
- Educators are strong advocates for children, their families and the profession.

Management

We believe:

- The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs
- In employing well qualified and motivated professionals who are committed to working for the best interests of children and their families.
- In a commitment to continuous improvement to ensure the best possible outcomes for all children and their families.
- In supporting educators professional development needs through access to training, mentoring and networking opportunities.

- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained
- That innovative practices based on educational research enables the preschool to improve the quality of the teaching and learning environment for all stakeholders.

The Environment

We believe:

- That during the early years that life long values, attitudes and dispositions towards sustainability and respect for the natural environment are established
- That children need opportunities to engage and connect to the natural environment in meaningful and respectful ways.
- That children need to be provided with opportunities to develop a sense of wonder and an appreciation of the beauty.
- That children can be supported to become environmentally responsible for their immediate environment through implementing sustainable practices that assist in reducing, reusing and recycling resources.
- That early hands on contact with nature can have positive effects on a child's well-being and mental Health.
- That the preschool needs to be supportive of environmentally effect workplace practices including the reduction and in the use and exposure to harmful chemicals
- That educators are given the opportunity to participate in professional development opportunities around sustainability and environmental education.

The Community

We believe:

- The wider world of family and community should be an integral part of the preschool curriculum.
- In the importance of nurturing and establishing relationships with local community organisations, council and schools. To build connections and to foster networks that will support the preschool's mission and goals.
- The children are provided with many opportunities to understand their community through a range of incursions and special events.
- The preschool needs to nurture a strong connection to Waverley College Senior and Junior school community as the school provides a rich range of resources and facilities that can be utilised by the preschool to further enhance the children's preschool experience.
- We are a central link to information and support services within the wider community. It is important that the preschool plays an active role in referring children and families to appropriate services and agencies.
- Diversity within our preschool, families, staff and wider community should be respected and celebrated.

Our EDUCATIONAL PROGRAM

The daily program in the preschool is planned in relation to the Early Years Learning Framework (EYLF) and the observed needs of the individual child. Learning and Developmental records are kept on every child and these are available for discussion with parents.

At Waterford Preschool:

- We believe that we have a responsibility to support every child's journey in Belonging, Being and Becoming (EYLF) and these beliefs underpin all of our beliefs and philosophy of the Early Childhood Years and is evident in our every day practice.
- We believe in **BELONGING** because feeling safe and secure is an integral right of human existence. Children need to feel that they belong to a family, neighbourhood, culture and wider community and this belief underpins all of our collective beliefs about a quality and inclusive environment.
- We embrace **BEING** as recognising that the Early Childhood years are not only about preparation for the future but also about relationships, challenges, complexities and engaging with life's joy.
- **BECOMING** reflects our belief that children are shaped by many different events and circumstances in their lives and is a process that occurs as young children grow and learn to participate fully and actively in society.

The importance of Learning and Play

Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing.

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning

(EYLF; p.9)

Our Curriculum

The preschool Curriculum encompasses everything that happens throughout the child's day. This includes routine times, group and individual experiences, planned and spontaneous moments, indoor and outdoor times. We recognise and are responsive to a number of learning and teaching opportunities as they occur. We are flexible in our approach to programming and

may change experiences to take into account unexpected responses and outcomes. We will pursue spontaneous learning experiences and engage in intentional teaching.

Key attributes pre schoolers have is their zest for life and natural curiosity about their environment. We encourage children to initiate, investigate, explore, problem solve, reason and create to their full potential. We recognise that children have intrinsic motivation to explore, and the ability to set challenges for themselves. We aim to empower children so that they may play harmoniously with others and develop respectful, caring and responsible attitudes to all around them. Through our “anti-bias” approach, we endeavour to teach children to treat others fairly, both within the centre and throughout the wider community.

LEARNING AREAS

Our goal is to provide an inclusive and integrated approach between indoors and outdoors. Considerable planning takes place to ensure a balanced and stimulating environment is created for children to explore with a sense of wonder, opportunities to exchange ideas with each other and adults, and for children to make real choices.

By providing a predictable environment we aim to develop children’s security and independence. By organising our space into learning centres assist children to locate and replace items with ease and confidence.

Our learning centers are available on a daily basis and include the following areas:

- Writing Station
- Block Corner
- Library Corner
- Small Manipulative/Construction area
- Sensory play
- Creative Arts Centre
- Science And Mathematics
- ICT Centre
- Media Centre
- Games and Puzzles
- Music Centre
- Dramatic Play area
- Nature Spaces (Indoor and Outdoor)

Grouping

For the majority of the day the children enjoy an indoor/Outdoor program. A number of times during the day the children are grouped into whole group and small group sessions.

Whole group sessions

The children come together for whole group sessions three times per day.

At morning transition time the children are grouped and the morning and roll call is taken. The children and educators may engage in reflections on the morning as well as communicate information about what activities are planned for the rest of the day. Children may also participate in short songs and or literacy experiences.

At 1.30pm the children are grouped together for music time. The children participate in a 30 minute music session led by Michelle a trained music teacher from the Junior School. The children are involved in learning and singing new songs, movement and dancing as well as the use of percussion instruments. The children learn about beat and rhythm and the sounds a variety of instruments make.

In the afternoon transition time the children are grouped together for story time or a physical activity/game.

Small group sessions

For one session per day the whole group is divided into three smaller primary care groups. In these smaller groups the children have greater opportunities to participate, share, take turns and communicate with a regular educator and with each other. It is in these groups that the children encouraged to participate in teacher led activities, engage in sustained conversations and develop positive social skills.

Additional Needs Program

Children with additional needs and their families are valued and included members of the preschool community. Our Preschool program will endeavor to meet any additional needs your child may have. Our environment is created so the children can learn to actively participate, and direct their own learning from that environment. We will provide an inclusive approach in our early childhood service.

When developing individualised programs we are mindful of the needs, concerns, and priorities of the family and the developmental level of the child. Learning experiences for the child will be planned in a sequential way, with the support of all members of the staff. This support is carefully developed in consultation with the family, into an Individualised Family Service Plan. (IFSP)

Family centered practice is based on partnership between the family and other professionals that is built on respect for the family's values and beliefs. It is a way of recognising family's strengths and meeting the needs of the child and the family. Staff will liaise with and seek ongoing assistance from professionals working with the child and family in the special education area, health agencies and any other support agencies.

Our service also includes assisting families to find the most appropriate professional support organisations in our local area. Over the years we have developed an extensive list of referral agencies.

The Preschool Routine

8.00	Centre opens
8.00 -11.30	Simultaneous Indoor/Outdoor play
9.30 -10.30	Progressive morning tea
11.15-11.30	Whole group Transition
11.30-12.00	Small group experiences
12.00-12.30	Lunch
12.30-1.30	Outdoor Play
1.30-2.00	Music Session
2.00-2.15	Story time
2.15-3.00	Outdoor Play
3.00-3.30	Indoor play
3.30	Centre closes

Assessment for learning

Electronic Portfolios

An electronic portfolio is a folder, which contains photos, samples of your child's work as well as detailed observations and learning stories about their participation, development and learning. All samples and observations will be evaluated and used to plan a developmentally appropriate program for your child. The aim of this collection is to provide evidence of your child's strengths and growth during their time at preschool. These portfolios also provide to basis for effective reporting and communication with families.

Observations

All educators will undertake observations of a select group of children their care and document these in the provided format. Observations cover all areas of development in order to assess a child's developmental and learning.

Forms of observations can include:

- learning stories
- anecdotal records / running records
- comments / feedback and conversations with parents
- photos with jottings
- Observations on children are kept strictly confidential
- Portfolios are emailed to families at the end of each term.

Educators closely observe children to identify each child's interests, strengths and needs. The observations and records become the basis of the pre school program and the reason why particular activities are provided and used as a basis for promoting optimal learning.

All children utilise and benefit from the specific activities that are provided but educators, through their interaction, are supportive and offer guidance where required. This may be done working with children on a one to one basis or involving them in small group experiences. Educators are happy to discuss with parents, their children's progress at a mutually convenient time. Of course, if educators have concerns about a child then they would initiate, discuss and suggest that a meeting take place.

PREPARING YOUR CHILD FOR PRE SCHOOL

DAILY REQUIREMENTS

- A small back pack or suitable soft bag
- A small labeled container of morning tea (fruit or vegetables preferred)
- A nutritious packed lunch
- A water bottle
- A change of clothes
- A hat for all year round

Please ensure that all these items are **CLEARLY labelled** with your child's name.

LOCKERS

Each child has a designated locker for his/her bag and belongings.

DAILY TASKS

On arrival encourage your child to put his/her morning tea, lunch and drink bottle in the containers provided; administer some sun block (during Spring/Summer) and ensure he/she has on his/her hat. With all the chores completed, your child is ready to play. Staff will greet you and your child each day and we would hope that you would encourage your child to greet their teachers and playmates also.

MORNING TEA AND LUNCH AND TIMES

These are very enjoyable times and provide many opportunities to develop social skills and a beginning awareness of nutrition, as well as the opportunity to try a variety of food.

Each child is required to bring:

- * One small **morning tea container** with one piece of cut up fruit and or vegetables (apple, orange, sultanas, pear, carrot, cucumber)
- * One LUNCH BOX with their name clearly marked on the lid as well as on the box. Including:
 - 1 sandwich or roll with nutritious filling, sushi, or Noodles,pasta or other family food in a heatproof container.
 - something extra, e.g. small yoghurt, cheese stick, dried or fresh fruit, a healthy muffin. Please do not send in any lollies and or special treats. Keep these for home time.

A water bottle – please mark container and lid clearly with child's name. The children will have access to water at any time throughout the day.

NUT POLICY

Waterford Preschool is a 'nut free' environment. Parents are asked not to provide any nuts, nut products, foods containing nuts or food prepared in nut oils in student lunches. Parents are also asked to be particularly careful when providing food treats for class parties and birthdays.

Manufactured items such as Nutella or any other hazelnut spreads, peanut butter etc. are not to be sent to preschool.

REST TIME

Please let the educators know if your child requires a sleep during the day. We do not have a set sleep period – however, we will provide a bed and a supervised quiet place for your child if they require a sleep. We do provide restful activities for the children at the end of the day where they are engaged in story time and quiet activities.

TOYS

As there are a variety of educational toys at the preschool we request that your child **does not** bring any toys to the Pre School. This avoids conflict with other children and distress should the toy be lost or broken. If your child is really insistent, it is often a good idea to show the toy to teachers and friends and take it with you as you leave in the morning. No responsibility can be taken for loss of toys.

CLOTHING

We ask that children be dressed in clothing which will not restrict their movement or inhibit their involvement in activities at the Pre School. The children are encouraged to be independent in dressing. Please bear this in mind by providing shoes and other clothing that can be easily removed. To help prevent loss and confusion, we ask that all items of clothing be clearly marked with the child's name.

In summer please ensure that your child wears a top or dress with sleeves that cover their shoulders. Singlets and shoelace straps are inappropriate during spring and summer months due to the risk of UV.

Although aprons are provided for messy activities please understand that your child will not always go home as clean as he/she came! All paint, paste and dye is washable and we hope not too difficult to remove.

A hat is also essential in helping to protect your child from the sun. The preschool provides Sun Block and parents need to put this on their child each morning (Spring/Summer). Staff repeat this each afternoon after lunch.

No hankies please – tissues are provided and disposed of immediately to reduce the possibility of cross infection.

BIRTHDAYS

Birthdays are very special occasions for very young children. Your child is welcome to celebrate his/her birthday with us and we are pleased to join in the celebration. To minimize competition and pressure on parents we suggest simple cake or cupcakes that can be shared between 30 children. Or a healthy fruit platter is another suggestion. Again, ***please*** no lollies.

SIGN IN AND OUT

It is a regulatory requirement that each child be signed in and out upon arrival and departure each day. A folder is located inside the entry to the preschool for this purpose. Please ensure this is complied with as this becomes the official record of attendance and would be used in the event of a fire or evacuation.

ABSENCES

If your child is unable to attend the preschool please telephone the preschool in the morning to advise them of their absence. If your child is sick or has a communicable disease please inform the educators as soon as possible, so we can take the necessary precautions to minimize cross infection.

RELEASE OF CHILDREN

Children will not be released into the care of a minor (that is, anyone under the age of 18) or anyone who has NOT been authorised by the parent, in writing, to collect their child. In an emergency, staff must be notified by the parent and identification will be requested from the person collecting the child.

PARKING/DROPPING OFF AND PICKING UP

Parking is available on Henrietta Street and in the surrounding streets. Please be aware of parking restrictions as these are regularly monitored by the council. Please ensure that you escort your child into the preschool, sign in and greet the educators. Please ensure all siblings are brought with you and not left in the car unattended as this poses a safety risk to the unsupervised child.

CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER

Should you change your address and/or telephone number, please notify the Preschool in writing or telephone the educators on 93892094.

GRIEVANCE PROCEDURES

The Director and management at Waterford preschool are committed to the fair and effective resolution of family concerns or complaints, in order to cater for individual needs and to improve service quality. Please read and become familiar with our feedback policy and promptly make an appointment with the director, if you have any concerns so that these may be mutually resolved. Formal complaints may be lodged with the Director immediately, for resolution. If the issue remains unresolved you may contact

- Anthony Banboukjian – Approved Provider
44 Henrietta Street, Waverley, NSW, 2024
Waterford Junior School
Ph: 93875769

3. Your complaint will be dealt with in the strictest confidentiality. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.

4. Your complaint will be documented by an educator or staff member, and placed on the complaints register. The complaint will then be forwarded on to the most appropriate person to investigate the complaint. This will include the Nominated Supervisor and the approved provider.

5. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint.

6. The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

VISITORS

From time to time the Preschool invites artists and educators to perform for the children. The cost of these is included in the fees charged to you each term. Visits by student teachers, work experience students and professionals providing health and education services are encouraged.

Finances

ENROLMENT FEE

On Enrolment a holding deposit is paid as confirmation of enrolment. This fee is held by Waverley College until the end of the child's enrolment, at which time it will be refunded. If a child is withdrawn without a minimum of **four weeks** written notice, this fee will be forfeited.

FEES

Parents will receive three statements from Waverley College per year. Fees should be paid promptly on receipt of the account. The accounts will be rendered for payment in January, May and August each year. The fee represents the daily fee x number of days per fee period. Fees need be paid direct to the College. Details of how to pay your account will be listed on your statement.

Admin/Interest Fee - fees must be paid within 28days of the posting date or you will incur a late fee.

Termination - where fees or any part of them remain unpaid after 28 days from the posting date then the enrolment will be terminated and the place declared vacant, except in exceptional circumstances agreed to in advance by the Headmaster.

Withdrawal – If a child is withdrawn from the preschool, a minimum of **four weeks** notice must be given or the enrolment deposit will be forfeited.

Getting Ready for Preschool

ORIENTATION

Orientation sessions will be held for children entering Preschool in Term Four of the year prior to their commencement. At Orientation the children are invited to participate in the life of the preschool for 1-2 hours under direct supervision of their parent or other person nominated by the parent. This session will need to be booked with the Director prior to attending.

The aim of these sessions is to familiarise the children with the environment and with their future educators. The sessions are meant to be fun and the visiting children are encouraged to participate as much as they like. It is also appropriate for the child to observe and interact with the toys and equipment in their own time.

How can you help prepare your child.

- Give your child opportunities to separate from you – with a friend, relative or at childcare/playgroup.
- Encourage your child to verbalise his/her needs so these are clearly understood.
- Allow your child to dress himself independently. We do not expect children to tie laces before starting at preschool.
- Positively reinforce your child's willingness to try new or different activities.
- Expect your child to perform routine tasks, i.e. put away books, pack up toys, and hang up school bag.
- Ensure your child can toilet him/herself independently. Support will be provided to those children who are still mastering this skill.
- Provide time for your child to occupy themselves for a short period of time.

Some ways to best manage separation anxiety

As early childhood teachers, we have found that the following approach assists in easing the transition from home to Preschool.

- Talk positively about your child going to school with comments like, "I know you will really enjoy going to Preschool/Kindergarten, I am looking forward to hearing about it".
- Demonstrate that you know your child is ready for school by ensuring he/she walks into Preschool and is not carried by you. Wearing a bag on his/her back makes the child feel responsible.
- Have faith that your child will manage well. Try to manage your own anxieties, so that these are not transmitted to your child. Say 'good-bye' and reassure the child you will see them at the end of the day.

- Be punctual when collecting your child. A few minutes can seem a long time for very young children. If you are unavoidably delayed, contact the preschool so that the staff can reassure your child of the time of pick up.
- Be understanding in the early days of starting. Children can be tired and grumpy for a while until routines become established. Ensure your child gets adequate sleep at this time.
- Keep to routines that allow time for rest and free play after leaving Preschool. It's wise to avoid crowding their afternoons with too many additional activities.
- A healthy snack straight after preschool can be a good idea.
- Listen, but don't ask too many questions at the end of the day. Children unburden themselves when they are ready. Bedtime or bath time is usually a good time to celebrate the good things that have happened during the course of the day.
- Children vary in the way they adjust to new situations. If your child expresses a concern, try to be patient and talk the matter over. Staff are always available to help in these situations.

Settling In

Beginning Pre School can be a stressful experience for you as well as your child. Please remember the staff are here to help you and your child in this settling in process and are always available to speak to you.

Settling children is an individual process and parents are welcome to stay with their child until he/she feels confident and relaxed with the staff and the new environment.

First Day Checklist

There are some important things you need to make sure you have completed for the first day. Please use this checklist to make sure that nothing is missed.

For your child :

- Backpack/School Bag
- Hat – Wide brimmed
- Changes of clothes to suit the weather or for those unavoidable accidents
- Spare socks
- Suitable shoes to protect your child's feet when playing outside
- A drink bottle
- Morning tea and lunch

PARENT INVOLVEMENT

Waterford Preschool is community-based service and parental involvement is encouraged through:

- Termly parent meetings
- participation in social and fund-raising committees
- active involvement in the day-to-day program
- attendance at organised functions.

Waterford aims to provide parents with the opportunity to participate in their child's care and education. It is hoped that parents will play an active role to whatever level they are able or feel comfortable with. Parents should feel free to visit at any time, bring extended family members to visit and volunteer to help in any way.

There are many opportunities to become involved through activities in the day-to-day program, such as cooking, craft, woodwork, excursions etc. The successful running of the centre depends on the support and interest of all parents. We do not have a compulsory parent-roster system set up but we are grateful for any voluntary assistance.

PARENT & EDUCATOR COMMUNICATION

Waterford Pre School educators strive to develop positive relationships and authentic partnerships with all family members. Waterford Pre School aims to support families in the caring and education of their children.

Our educators can help family members increase their competence and confidence in themselves as well as their pleasure in and understanding of their children Families can help staff increase their understanding of the children and support them in their caring for children. This can be fostered through day-to-day contact between families and staff.

Methods of Communication

Individual communication pockets

These are located at the entrance to the preschool and will be used for individual invitations, fee information, newsletters and invitation to children's birthday parties. Please check these pockets daily for relevant information.

Noticeboards

The parent notice board is located outside the director's office and will be used to display community information and other relevant preschool information.

Parent meetings

We schedule one formal parent meeting each year in term 2. This meeting is to discuss your child's

progress and involvement in the program and to discuss any issues regarding readiness to school that you may have.

Verbal communication

It is important for communication to take place between staff and parents on a daily basis. We share the goal of your child's well being. To do this we need to share information and be able to receive your direct feedback. We also aim to support you in your role as parents and need you to share your concerns, exhilaration and exasperation at both the service we provide and parenting in general.

Policies and Procedures

The preschool has developed a range of policies that are based on best practice, the National Quality Standards and the National Regulations. These policies are reviewed regularly with families, educators and management. The policy folder is available to families to read at all times. This is stored at the sign in desk for your convenience.

Written policies and procedures have been formulated for Waterford Pre School in relation to:

- Health Hygiene and Safety
- Excursions
- Child Protection
- Confidentiality
- Nutrition
- Sun Protection
- Anti-bias
- Discipline
- Special Education
- Electronic Media
- Staff Policy
- E.E.O.
- Emergency Procedures
- Complaints/Grievance
- Governance

Listed below are a sample of our policies. The full policy is available at the preschool.

Anaphylaxis Management

Rationale:

Anaphylaxis is a severe, rapidly progressive allergic reaction that can be life threatening unless treated immediately.

Aim:

- Minimise the risk of an anaphylactic reaction occurring while the child is in the care of the children's service;
- Ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an adrenaline auto-injection device;
- Raise the service community's awareness of anaphylaxis and its management through education and policy implementation;
- Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent (0-5years) of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, sesame, bee or other insect stings and some medications;
- Young children may not be able to express the symptoms of anaphylaxis;

- A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injection device;
- The approved provider recognises the importance of all staff/carers responsible for the child/ren at risk of anaphylaxis undertaking training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an adrenaline auto-injection device; and
- Staff/carers and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community.
- Staff/carers should not have a false sense of security that an allergen has been eliminated from the environment. Instead the licensee recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service.

Asthma Management

Rationale

It is generally accepted that children under the age of six do not have the skills and ability to recognise and manage their own asthma effectively. With this in mind, our service recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

Aim

This *Asthma Policy* aims to:

- Raise awareness of asthma amongst those involved with the service;
- Implement strategies to support the health and safety of children with asthma enrolled at the service;
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

Child Protection

Rationale

Our service is committed to providing an environment that fosters health, development, spirituality, self-respect and dignity, that is free from violence and exploitation. Under the *Children and Young Persons (Care and Protection) Act 1998*, children and young people must receive the care and protection necessary to ensure their safety, welfare and wellbeing. All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (**Phone: 133 627**) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or

wellbeing of a child or young person where the concerns arise during or from their work. We are committed to ensuring all educators and staff have a full understanding of their responsibilities as a Mandatory Reporter and are supported in fulfilling these.

Aim

Our goal is to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm. Our service (educators, staff, management and volunteers) has a responsibility to defend children's right to care and protection to ensure their safety, welfare and wellbeing, and a responsibility to report any children at significant risk of harm.

Code of Conduct

Rationale

This policy relates to conduct within the care and education services.

Ethical conduct guides the behaviour and decisions within the care and education setting and is founded in respect for, and the valuing of children, families, educators and staff, and the extended service community.

Aim

The centre community will uphold the highest standards in ethical conduct in accordance with the *ECA Code of Ethics (2010)* *The United Nations Convention on the Rights of the Child (1989)* and service philosophy and Waverley College policy.

Complaints and feedback

Rationale

Our service values the **feedback** of educators, staff, families and the wider community in helping to create a service that meets regulation and the needs of enrolled children and their families. We encourage open communication through opportunities to respond and feedback on the program.

A component of this feedback is the ability to put forward a **complaint** and have this managed appropriately with due consideration for accountability and quality improvement.

Aim:

- Provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program;
- Develop a process for making and managing complaints;
- Communicate the option and process of making a complaint;
- Handle complaints diligently and confidentially.

Confidentiality

Rationale

Our education and care service recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships. This policy has been developed with regard to the *Information Protection Principles (IPPs) (2003)* and pursues the highest standard in the protection and preservation of privacy and confidentiality

Aim:

- maintain private and confidential files for educators and staff, children and their families. We will develop systems for the appropriate use, storage and disposal of records.
- ensure the information in these files is used only for the education and care of the child enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the *Education and Care Services National Regulations 2011*

Emergency Evacuation

There is a specific procedure, that Centre staff follow, in the event of an evacuation. This procedure is displayed at each exit. Although specifically aimed at fire evacuation, the procedure would also be followed when other emergencies occur that require evacuation of the children from the Centre. If telephone contact to and from the Centre is not possible, information can be sought from the Junior School on 9387 5022.

Environmental Sustainability Policy

Aim

Our service aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Excursion Policy

Rationale

Excursions are a valuable experience for children, families and staff of education and care settings. Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities. Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all. Our service is committed to providing excursions that are well considered and planned, provide meaningful experiences and ensure the health, safety and wellbeing of children at all times.

Aim

- Make excursions a part of the program of education and care;

- Plan for excursions with careful consideration of the safety of children and adults;
- Carry out excursions only where full documentation and permissions have been completed and obtained;
- Undertake full risk assessments, consideration of value of educational excursions, and plan for first aid requirements.

Fee Policy

Rationale

To enable our service to provide high quality early education and care for children we need to ensure we are financially viable at all times. Prompt payment of fees allows us to plan with certainty. We have a commitment to ensuring our fees are as affordable as possible. Our service will advocate with governments for all children's right to access early education and care regardless of their family's financial situation

Aim

Our service's financial health and access to our service will be maximised by:

- ensuring families are aware of all fees and fee payment requirements upon enrolment;
- keeping fee increases to a minimum;
- ensuring the cost of administering fee collection is minimised;
- following the appropriate priority of access requirements;
- following all legal requirements required by our access to government funding;
- managing fee collection to avoid bad debts;
- families are notified as far ahead as possible and no less than 14 days of any changes to fees or the ways fees will be collected; and
- ensuring we issue statements of fees on a regular basis.

First Aid Policy

Rationale

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards and participation in safety programs.

Our education and care service is committed to providing a safe and healthy environment. We recognise our responsibility to provide first aid facilities that are adequate for the immediate treatment of injuries and illnesses. The educators and staff of our service are aware of their duty of care to children, families, staff and visitors in providing appropriate first aid treatment.

Aim

We will ensure:

- all full and part time educators hold a first aid qualification;
- all children, staff, families and visitors who are involved in accidents and incidents whilst at the centre and require first aid to be administered will be done so according to guidelines and recommended practices of a first aid qualification;
- all incidents will be documented and stored according to regulatory requirements; and
- a risk management approach to health and safety shall be adopted.

Governance and Management of the Service Policy

Rationale

Governance is the system or process by which organisations are directed, controlled and held accountable to ensure that the right decisions are made.

Our education and care service recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care in a responsible manner.

Aim

To ensure our organisation has good governance we will:

- Conduct our affairs legally, ethically and with integrity;
- Identify organisational risks and legal obligations and manage these through policies and relevant processes; and
- Ensure that mechanisms are in place for fair and transparent governance.

Hygiene and Infection control

Rationale

It is important that educators role-model positive health practices, and that children are appropriately supervised, assisted and encouraged in their daily health and hygiene routines. Education and care environments must be hygienically maintained to reduce the possible spread of infection and illnesses.

Aim

The education and care service aims to maintain a healthy and hygienic environment for children, educators and families by providing professional cleaning services on a daily basis.

The service will ensure that additional procedures are implemented to minimise the potential risk of disease and illness. These procedures will include:

- Spot and routine cleaning by educators;
- Effective hand washing practices;
- Identifying and excluding sick children and educators as per the Infectious diseases and the Illness policy;
- Maintaining updated immunisation records as per the Infectious diseases policy;
- Effective handling, storage and disposal or washing of soiled items; and
- The use of personal protection equipment.

IMMUNISATION

The immunisation status of each child must be verified prior to enrolment. Only children who are immunized for their age or have a medical reason not to be immunized Or are on a catch up schedule can be enrolled in preschool. The Centre is now required by the Department of Health to keep a register which records whether a child enrolled in the Pre School is immunised or not against a number of childhood diseases. If an outbreak of one of these vaccine-preventable diseases occurs at Waterford, non-immunised children must be excluded for the time set down by the Department of Health. The Centre has the obligation to notify the Department of Health of any such illness.

Incident, injury, trauma and illness

Rationale

The health and safety of children in education and care services is the responsibility of all approved providers and educators. Policies and procedures (including documented records) must be in place to effectively manage the event of any incident, injury, trauma and illness that occurs in the program by law. Young children's innate desire to explore and test their growing capabilities is essential in developing wellbeing. Educators must consider the understanding of all of the elements of wellbeing, and ensure that programs also acknowledge the importance of risk management to provide a safe environment and reasonably protect children from potential harm.

Aim

Our care and education service will:

- Develop program goals that promote the wellbeing of each child;
- Establish procedures and practice that minimise the risk of harm to children;
- Maintain communication with families to ensuring that they are informed of any incidents, injury, trauma and illness to their child/ren as required;
- Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to regulatory requirements; and

- Ensure that this policy is implemented in conjunction with our Emergencies and evacuation policy.

Infectious Diseases

Rationale

Ensuring the health and safety of children, and staff, and supporting children's ongoing wellbeing, is a core focus of the delivery 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.

Aim

Children's exposure to infectious diseases will be minimised by:

- our service following all recommended guidelines from relevant authorities regarding the prevention of infectious diseases;
- promotion of practices that reduce the transmission of infection;
- the exclusion of sick children and staff;
- service support for child immunisation; and
- implementation of effective hand washing procedures.

Interactions with children policy

Aim

Our Service aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Service.

Medication Policy

If medication is necessary for your child at Pre School, a parent must complete a Medication Authority.

NOTE: only prescribed medication in the original bottle with the child's name on it and the appropriate dosage will be administered by staff. The medicine will be kept in the fridge and is not to be left in the child's bag. If your child has any medical condition which would require staff responding urgently, then an emergency action plan must be completed by the child's doctor.

Medication for chronic conditions should be thoroughly discussed with the Director prior to entry.

Over the counter medication (such as panadol etc) will not be administered without the parent's consent in an emergency situation or without the medication being prescribed by a medical doctor.

Nutrition Policy

Waterford Preschool recognises the importance of healthy eating to the growth and development of young children and is committed to supporting the healthy food and drink choices of children in their care. This policy concerns the provision of healthy food and drink while children are in care and the promotion of normal growth and development.

The service is committed to implementing the healthy eating key messages outlined in Munch & Move and to supporting the National Healthy Eating Guidelines for Early Childhood Settings. Further, Waterford Preschool recognises the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating

Physical Activity and Small Screen Recreation Policy

Waterford Preschool recognises the following important functions of physical activity for young children:

- Promotes healthy growth and development
- Builds strong bones and muscles
- Improves balance, coordination, flexibility, posture and strength
- Assists with the development of gross motor and fine motor skills
- Provides the opportunity to develop fundamental movement skills
- Improves concentration and thinking skills
- Improves confidence and self-esteem
- Relieves stress and promotes relaxation
- Provides opportunities to develop social skills and make friends
- Helps to achieve and maintain a healthy weight

This policy seeks to promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences, as well as through everyday physical tasks.

Waterford Preschool also seeks to limit the amount of time children spend engaging in sedentary small screen recreation and sedentary behaviour.

Further, Waterford Preschool recognises the importance of supporting families to promote their children's physical activity, and their gross motor and fundamental movement skills development, and to limit their children's small screen recreation and sedentary behaviour.

The service is committed to implementing the key physical activity messages within *Munch and Move* and supporting the *National Physical Activity Recommendations for Children Birth to 5 years*

Positive guidance

Rationale

Preschool is a social situation. The adults and children enter this environment with certain personalities, ideas, behaviour traits, attitudes, values, expectations and competencies which might be quite different. A positive tone is an important characteristic and conveys many subtle messages to the children, such as attitude to learning, adult expectations, respect for others and values.

PRIVACY AND CONFIDENTIALITY

Waterford preschool is obliged by the Privacy Act of 1998 and the Education and Care Services Regulations 2012 to ensure that all personal information will be kept confidential and stored securely. The information provided on the enrolment form is obtained for the purpose of processing the child's application for enrolment. It is used by the preschool for general administration and communication as well as other matters relating to the care and welfare of the child. While the provision of some of the information is voluntary, any omissions may delay or prevent the processing of the enrolment application.

Any person may access or amend their child's or family information by contacting the preschool.

Families are encouraged to share their knowledge of their child as we share our knowledge of the child with them, so that there is a mutual growth and understanding in ways that benefit the child. This relationship needs to be based on mutual trust. We therefore maintain confidentiality and respect the rights of the family to privacy.

Providing a child safe environment

Rationale

Our education and care service recognises the importance of providing a safe environment for all children at our service. All children have the right to experience quality education and care in an environment that safeguards and promotes their health and safety.

Aim

The education and care setting will:

- Ensure that children are adequately supervised at all times;
- Organise rooms and environments to minimise risks to children;
- Monitor and minimise hazards and safety risks in the environment;
- Implement our *Child Protection* and our *Incidents, Injury, Trauma, Illness Policies*; and
- Take every reasonable precaution to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

Sleep and Rest

Rationale

All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

Aim

The education and care service will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The education and care service will provide beds that comply with Australian Standards.

Sun protection

Rationale

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early childhood services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest

Aim

Our care and education service will follow best practice guidelines to protect children, family members educators and staff from the damaging effects of sun exposure.

- Our service will become a *Sun Smart* service

Supervision Policy

Rationale

Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. The education and care service must prioritise regular assessment of their supervision practices in order to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

Aim

The education and care service maintains a safe and secure environment where children are free to explore and learn more about their world. The approved provider and educators are familiar with regulatory requirements and standards regarding supervision. The education and care service encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the education and care environment.

Volunteers and Students

Rationale

Visitors to care and education settings are a regular occurrence. Family members or potential families want to visit a service when deciding on care for their children. Students attend for practicum periods, volunteers may choose to spend time in the service along with maintenance personnel, educators and staff from other services and other authorised volunteers.

The presence of visitors at the service is monitored and documented.

The service encourages student and volunteer participations as we are committed to assisting students gain valuable experience in early childhood settings.

Aim

- Records relating to visitors and students to our service will be maintained.
- Educators and staff will abide by regulatory protocol when visitors are in the service.